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ABSTRACT

This paper reports the evaluation of a project undertaken by the Sarawak Education Department to improve the quality of education in upper primary classes in rural Sarawak, Malaysia. The project is known officially as the Programme for Learning Enrichment, and commonly as the Van Leer Project, after the international agency which provides the main funding. Project trials began in 1984 in 13 semirural and rural primary schools. The objectives of the project involved remedial teaching, parental and community involvement, and community development. Activities relevant to these objectives included the development of tests and teaching approaches; the formation of parent-teacher associations; and dialogue sessions with agencies concerned with community development. Evaluation of pupil outcomes indicated an increase in academic performance between 1983 and 1985, and a decrease between 1985 and 1986. During the project, teacher competency improved and parent involvement increased. Suggestions for replication of the project, with a reconsideration of priorities, are offered. A proposed plan of action for project replication suggests operational, delivery, and support activities. Appendixes present a list of activities carried out by the Van Leer Project and the results of the assessment test for the sample schools. (BC)

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PROGRAMME FOR LEARNING ENRICHMENT

A VAN LEER PROJECT: AN EVALUATION

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PROGRAMME FOR LEARNING ENRICHMENT

A VAN LEER PROJECT AN EVALUATION

ZAINAL GHANI
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Penang, Malaysia
May 1988

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CHAPTER ONE: BACKGROUND

1.1 Introduction

This paper reports the evaluation of the project that was undertaken by the Sarawak Education Department to improve the quality of education in the upper primary classes of schools in the rural areas of Sarawak. This project is known officially as the Programme for Learning Enrichment or commonly known as the Sarawak Van Leer Project, taking the name of the international agency, Van Leer Foundation which had provided the main financial funding for the project. In this report, the project will be referred to by its commonly used name, i.e. the Van Leer Project.

The project was first initiated in 1982. However, preparations did not take place until 1983, with trials starting in 1984 involving a sample of 13 semi-rural and rural primary schools from two areas which are accessible from the state capital, Kuching. The target population of the projects were children in the fourth, fifth and sixth year cohorts in these schools. The underlying aim of the project was to help these children improve their academic performances in the National Primary School Assessments in particular, and in general to

provide an academic grounding for secondary education. Briefly, the strategies that were tried can be described as:

a) direct intervention, involving the use of especially developed teaching and learning materials, such as aids and worksheets, and the use of in-service training of the local teachers to improve teaching quality;

b) indirect intervention, through increasing the awareness of parents and the community on the importance of education and increasing their participation in the educational process both in the school and at home.

The project was funded by the Van Leer Foundation for a period of 4 years. The project was to have been completed by 1987, and under the terms of the funding, an evaluation would have to be carried out prior to further extension of funding or period of operation. It was on this basis that this evaluation was commissioned.

1.2 Conceptualization of the Evaluation

When the evaluation was first being conceptualized, the initial research or evaluation approach that was planned involved attempts to:

a) analyze and correlate the academic performances or gains of the pupils in the project in relation to the stated objectives (goals) of the project and the different activities that have been implemented by the project; and

b) compare these performances with those of pupils from comparable non-project schools.

However, after several visits to Sarawak to discuss the evaluation with different people in the Sarawak Education Department, both currently and previously involved in the project, and to carry out some preliminary observations and data collection, it became obvious that a comparative goal-based approach using correlational analysis would have been extremely difficult to carry out and would not be entirely desirable for the evaluation of the Sarawak Van Leer Project. In fact, it would seem more relevant and appropriate to move

towards a descriptive approach which could illuminate the issues and problems that have been faced in different development and implementation processes found in the project. There were several reasons for this.

Firstly, the main purpose of the evaluation, according to the initial letter of commission from the Sarawak Education Department and verified in later discussions, of the Van Leer Project in the state was to provide some objective data for decisions regarding the replicability of the project in other rural areas in Sarawak. In order to provide information that would be relevant to this purpose, the evaluation would also have to look at the way the project was being developed, administered and implemented so that lessons for replication could be gleaned from them.

Secondly, it would seem, basing on some preliminary observations and discussions, that although the project had formulated a fair number of objectives and had developed a large number of activities in relation to these objectives, there were some problems related to the evaluation of them. This multiplicity of objectives and activities themselves would make analysis problematic. It would also seem that there were some differences in the emphasis of these objectives over

time. Our impression was that there were fundamental differences in opinions and perceptions regarding the emphasis that should be given to different objectives. It was felt that it would be more useful for the decision-makers and for any relationships to be drawn from the outcomes if the evaluation would as the first step, try to help clarify the different aspects of the project, such as what were the actual operational objectives, how were these translated into action and how were they implemented in the schools.

Finally, as the project was primarily developmental in nature, constantly adapting and evolving over time, it was not designed as an empirical research study using some form of comparative research design. Hence, there were no prior selected control schools or pupils for comparison purposes. Nor were there any prior collection of base-line data collected, such as measures of aptitude and general abilities on the pupils from the trial schools, which could have been used as basis for judging any gains in academic performance which may have resulted from the interventions. Thus, a strictly comparative evaluation approach that was originally envisaged would have been difficult.

Based on the above considerations, this evaluation was divided into two main areas which could be named:

a) the process evaluation; and

b) the outcome evaluation.

1.2.1 The Process Evaluation

The Process Evaluation focused on the different aspects of the conceptual, development and implementation processes of the Van Leer Project. This part of the evaluation could be seen as a means to describe and clarify, as accurately as possible, these different aspects of the project. In some respects, it was an attempt to answer a complex, though seemly innocuous question; What is the Van Leer Project? Given the intention of replicating this project, it would seem quite appropriate for the evaluation to try, as the first step, to answer this question as fully as possible. To state the obvious, before the project can be replicated, one needs to know, as accurately as possible, what is it that is being replicated.

It was also essential that this part of the evaluation was to clarify the different aspects of the project so as to provide meaningful base-line data which could be used as the basis for the next part of the evaluation, namely the outcome

evaluation. For this, we needed to gather information on the *following:*

a) The objectives
- what were the objectives of the project?
- which were given priority?
- what were the differences in priority placed by different groups of people?
- which of the objectives were operationalized?

b) The activities
- what were the activities planned?
- what was the relationship between these activities and the objectives?
- how often were these activities being carried out?

c) The administration - how have administrative and implementation problems affected the project?

- what were the problems faced by the project team in trying to implement it in the schools?

1.2.2 The Outcome Evaluation

The Outcome Evaluation focused on some of the outcomes related to specific objectives and activities of the project. These outcomes could be categorized as follows:

a) Pupils
- academic achievement;
- behaviour in clase.

b) Teachers
- teaching competence;
- attitude.

c) Parents
- attitudes;
- activities related to children's education.

d) Community development.

While some relationships between the outcomes and the activities of the project may be implied in this outcome evaluation, these relationships could not be taken as direct causal relationships because, as discussed earlier, of the non-empirical nature of the project design. In short, it would be difficult to attribute the outcomes, such as academic gains or improvements in communities, to the different activities of the projects, as these outcomes could have been caused by many other extraneous intervening factors which could not be easily identified.

1.3 Methodology

As the one of the primary concerns of the evaluation was to collect, as accurate a description of the project as possible, the data collection for this evaluation had been carried out through various methods, ranging from interviews, observations to document analysis. As time was at a premium, the emphasis of the data collection had been through interviews and analysis of document and examination/test results that had been collected by the project team, while classroom observations were kept at a minimum. With respect

to the analysis of documents, the team members should be recommended for making available the tremendous amount of documents and data on the different aspects of the project which they had collected and stored over the years.

1.3.1 Data Collection for Process Evaluation

For the Process Evaluation, the main methods were the use of unstructured interviews and informal group discussions. As many as possible, the people who were involved in the project, past and present, were interviewed. They included the present Director of Education, the different Assistant Directors of Education who had overall charge of the project, the previous and present project leaders and all the project team members. The project team also had several informal discussions with and gave several briefings to the evaluators regarding all aspects of the project.

Documents on the project, in the keeping of the project team, were collected and analyzed. Several videotapes that had been made on the project which were used for briefing teachers and the communities were also analyzed. These sources of data were very important as they were able to show accurately what the project was about.

1.3.2 Data Collection for Outcome Evaluation

The main source of data for this part of the evaluation also came from unstructured interviews carried out both individually as well as in groups. Those interviewed included headmasters (past and present) of the project schools, some of the teachers and one of the community leaders. The project team was also interviewed with respect to this outcome evaluation. The interviews for the teachers and headmasters were carried out at the schools as well at the education department. The interviews that were carried out at the education department were done through group interviews, where groups of teachers and headmasters were interviewed together. The evaluation team also visited some of the project teams and talked to teachers in the schools.

The results from the different examinations for the children in the project schools over the period of the project were also collated and analyzed. These included the results of the National Year 5 Assessment and the Project Tests (carried out by the team) for 1984 to 1986 in the English Language, Bahasa Malaysia and Mathematics.

CHAPTER TWO: DESCRIPTION OF THE VAN LEER PROJECT

2.1 Introduction

This chapter forms the main portion of the report on the process evaluation intended to 'illuminate' or clarify the different important aspects of the Van Leer Project, so as to gain some understanding of the problems and issues of the organization and administration of the project, which hopefully will enhance the replicability of it.

The aspects of the project that will be touched on in this process evaluation are:

a) the formulation of project objectives;

b) the project staff appointment;

c) the operationalization of the objectives;

d) the implementation of the activities of the project; and

e) the evaluation of these activities.

The description of each of these aspects will be followed by a short discussion which will attempt to highlight some of the problems and issues related to that aspect.

2.2 The Formulation of Project Objectives

The objectives of the Van Leer Project as perceived by the different groups of people involved in the project were varied both in terms of kind and priority.

One of the main things that came through from the interviews that were carried out with the different groups of people who have been involved with the Van Leer Project was the differences in the perception of each group as to which objectives should be used or prioritized for the project. These groups of people were the Education Department officials (including the Van Leer team), the headmasters and teachers from the project schools and the Van Leer officials. The objectives as perceived by these three groups as gathered through document analysis and interviews, are set out as follows:

2.2.1 Objectives as Perceived by Education Officials

A) Remedial Teaching and Learning:

i) Looking into the weakness of pupils in specific subjects and to carry out remedial activities to help these pupils.

ii) To upgrade the academic performance of students in the project schools.

iii) To orientate and assist trained teachers in organizing children's learning through individualized approaches; thus enabling all children to work toward their maximum potential, at their rate of progress, in the basic skills.

iv) To enable teachers, with project staff support, to identify the teaching methodologies to be evolved, and to produce resource materials related to these methodologies.

v) To orientate teachers towards methodologies in other areas.

vi) To improve the physical layout of the classroom organization for methods, such as group teaching, peer teaching and individualized teaching.

B) Parental/Community Involvement

i) To foster active co-operation among project team, project teachers and the community through local organizations as well as co-operation on an individual basis.

ii) To get active involvement and co-operation of parents and the community in schools.

iii) To bring awareness to the headmasters, teachers, children and parents on the importance of education.

C) Community Development:

i) To make use of the school as an engine of change in upgrading the standard of living of the community.

ii) To involve other government agencies and private agencies in the community development.

2.2.2 Objectives as Perceived by School Staff

A) Remedial Teaching-learning:

i) To concentrate more on the weaker pupils and assist them in schools.

ii) To upgrade the performance of the teaching and learning process.

B) Parental/Community Involvement:

i) To bring awareness to parents in the rural areas on the importance of education.

ii) To involve parents as well as to get support and co-operation among the rural people to assist in educating their children.

C) Community Development:

None.

2.2.3 Objectives as Perceived by Van Leer Officials

A) Community Development:

To provide stimulus to the community and to the teachers by means of subjects, such as agriculture, animal husbandry and health education.

B) Child Development:

i) To co-ordinate with other institutional and human resources in working co-operatively to meet the needs of young children.

ii) To bring about attitude change towards the developmental care of children and early childhood education.

iii) To place an importance on the education of the young child in later years in schools and society.

2.2.4 Discussion

From the above summaries, it is interesting to note that there were some essential differences between the objectives of the project as perceived by the three groups. For the school staff, the stress would seem to be for the remedial teaching and the overall improvement of the teaching and learning processes in their schools. They did not feel that the community development objective should be stressed at all. On the other hand, the Van Leer's stress would seem to be towards community development and early childhood development, which was obviously reflective of the Van Leer Foundation's charter. Although the Van Leer staff may not have consciously placed this stress on community development for the Sarawak project, but certainly the local project staff had pick it up and had tried very hard to include it in their formulation of objectives.

The other set of objectives related to parental/community involvement in education of the children seemed to have been favoured by the education officials and the project team, more so than the Van Leer officials and the school staff. However, the impression that was gained from the interviews of the school staff was that they did feel that this set of objectives have some relevance to their context.

The differences in the emphasis or priority of the objectives for the project, which was advocated by different people or agencies, were found over the different periods of operation of the project. These differences in priority of the project objectives obviously would have implications for the various aspects of the project.

Firstly, it would suggest that there were basic differences in the perceptions of the needs for the rural areas for which the project should address itself to. For the project team and the school staff, the main need was to improve the academic performance of the pupils in the schools, as academic success was seen as the main way of ultimately developing the community. Where else the Van Leer team seems to see that the project should address itself to the more general need of improving the community as the whole.

The second implication was on the conceptualization of the project. The problem associated with this was that with these differences, the direction of the project became ambivalent and consequently, the tremendous amount of effort or activities that had been put into the project were not well targeted to the objectives.

2.3 The Project Staff Appointment

There were several problems in the setting up of the project as to be expected of any new project. However, there was one problem which had a direct relevance to the development of the project. This was the relatively high rate of staff turnover both in the project team as well as in the project schools.

2.3.1 High Staff Turnover

Most of the time, the project had been run by four members of staff on a full-time basis. They were trained primary school teachers seconded to the project from the local schools. Administrative and secretarial assistance had been provided by at least five ancillary staff. The day to day supervision of

the project was carried out by a senior teacher who was the project leader.

However, the project staff had suffered a constant rate of turnover. For example, the project leader had been changed thrice. Encik Abdullah Khan was the pioneering project leader before he was transferred to the New Primary School Curriculum section in January, 1985. He was replaced by Encik Mohammad Muhi Haji Umi in February, 1985. Encik Hisamuddin Emai, the present project leader was appointed to replace Encik Mohammad Muhi in September, 1985 when Encik Muhammad went to the United Kingdom for some in-service courses. This high rate of turnover was also true for the project team members.

The education officer in charge of the curriculum section of the education department to which the project was attached had also changed several times during the project period. There have been three different officers in charge since the beginning of the project.

There also seems to have been a fairly turnover of teachers and headmasters in the project schools due to transfers,

promotions or retirement. In fact, there were relatively few of the original headmasters left in the project schools.

2.3.2 Discussions

Obviously, there were strong and valid administrative reasons for this high rate of turnover. The most important was related to the promotion procedure of the education department. As the project did not have any permanent established post, any promotion for the project staff could only be made if the staff moved out from the project to the established parts of the department, meaning the school or the various sections of the department. Whatever the reasons, this staff turnover had crucial implications for the project.

Firstly, the relatively high turnover of the project leader and the education officer in charge of the curriculum section had meant that the project team had had to cope constantly with different leadership styles, which may have affected the professional and personal relationships in the project. Professionally, the changes in leadership styles would probably change the ways in which the team would work. Secondly, the staff turnover would also mean differences in values, and consequently, differences in the perception of the

priority for the objectives of the project and differences in the understanding of these objectives. These would, in turn, influence the way these objectives would be planned and carried out. The observation notes earlier regarding the differences in emphasis for the objectives over the period of the project could probably be attributed to this high rate of turnover for the senior staff of the project.

Thirdly, the high staff turnover found in the team membership itself and in the project schools would also affect the project, in that, new staff would mean different, usually lower, levels of commitment. This was probably more crucial in the project schools than in the project team itself. In the schools, the new staff coming in, in the midst of the project period may not have that important sense of the feeling of 'ownership' for the project, as they had never been involved in the initial processes of helping to set it up at their schools. Consequently, there would be an appreciable difference in the commitment and effort put to the project. They would also have different perceptions of priority for the rural areas and this would have compounded the problem.

Finally, all new staff would need some time to adjust to the project and to the other people in the project. They would alsoneed some form of training, formally or otherwise, without which, they would not be able to contribute effectively to the project.

2.4 The Operationalization of the Objectives

One of the main striking features of the project was the immense volume and variety of activities which had been developed and trialed for the different objectives of the project in a relatively short period of the project's existence. The full list of these activities can be found in Appendix 1 which attempts to list as comprehensively as possible all activities that had been carried out for each objective in each year of the project. The following is a brief description of these activities, categorized according to their objectives. This collation of activities is by no mean complete or comprehensive.

2.4.1 Brief Description of the Project Activities

A) Teaching-learning activities.

Basically, most of the activities for this category were related to remedial teaching and they included the following:

i) Development and administration of tests

The project had started with the development and administration of diagnostic tests in the three main subjects which formed the focus of the project teaching-learning activities, namely Bahasa Malaysia, English Language and Mathematics. These tests which were in the form of objective items were expected to indicate the base-line on which the teaching and learning activities and materials would be developed. All these tests were administrated by the project team and analyzed for the pupils' strengths and weaknesses. Diagnostic tests had also been developed and administered at the different stages of the project.

The project also conducted academic tests for each school term and these were called Progressive Tests and Performance Tests.

ii) Development of specific teaching approaches for remedial

Several approaches were developed for the three subjects. One of the main approaches was the use of ability grouping within the class. Another was the use of integrated teaching which attempts to integrated the teaching of all the basic skills together in each period of study.

iii) The development of teaching materials

A large amount of teaching materials had been developed and produced for teachers. These included some teaching aids and worksheets. Most of the worksheets were presented as supplementary materials for the teachers to use as and when applicable. The production of these materials in the form of cyclo-styling of

sufficient material for all the project schools was the responsibility of the project team.

iv) Meetings and workshops

There were two different types of workshops organized by the project; centralized workshops where all teachers or headmasters from the project came together to participate and, school-based workshops where these were organized at each school for the staff there.

There were usually two centralized workshops organized yearly for the headmasters. The main function of these workshops seemed to have been the review or evaluation of the progress of the project in each school. The workshops for the teachers were more focused on the teaching-learning processes. It was hoped that these workshops could be held at least once a month, but time constraints had restricted it to 2 - 3 occasions per year. According to the project teams, these workshops had been considered as being fairly successful with good and

enthusiastic participation from all the participants.

The school-based workshop was originally to be held at least twice a month. Again this proved to be rather optimistic and most schools were only able to organize these workshops once a month.

v) The study of individual pupils

There was an attempt to study, in the form of an in-depth case study, some selected pupils from the project schools. The pupils selected were identified from the two ends of the scale, the high achievers as well as the weak or the under-achievers. Project team members were assigned some of these pupils and they were supposed to collect data through the use of observations, especially developed questionnaires and interviews. In a sense, this was to be the research aspect of the project. However, this activity was discontinued after one year when the project leadership had changed.

B) Parental/Community involvement in education.

The main activities that had been organized for this objective were as follows:

i) Formation or revival of Parent-Teachers Association (PTA)

One of the first things that the project team did was to revive the PTA's in all the project schools and where there had never been one, the schools were asked to form one as soon as possible. These PTA's were seen as the best way of establishing communications with the parents and also for getting them to be involved in different aspects of the school and education of their children. The project team had initiated several activities for the PTA with the expectation that these PTA would organize more activities on their own initiative. Headmasters were also encouraged to set up meetings of the PTA's as often as possible.

ii) Meetings with village headmen and parents

The project had also organized several meetings with the village headmen and parents to discuss their various roles and responsibilities in helping to improve the academic performance of the children.

iii) Organization of home visits

Initially, the project's effort in this area of activity was directed at the families of children who were having some learning difficulties and to discuss with the parents the problems that their children may be having at school and at home. However, these home visits became a regular part of the project's programme and were organized for all parents in general. The aims of these home visits were; to help the parents understand their children and the value of education, to help their children to cope with urban modern living and, to a lesser extent, to accept the responsibilities of parenthood.

This home visit programme was the most difficult part of the project's activities to be implemented. It was difficult to arrange to meet the parents (including the mothers) at home, as they were usually out of the home working in their distant farms during the day. Most of the visits to the parents, especially in the Bau area, had to be made at night so as to suit their convenience.

C) Community development

There were no activities organized for this objective until the middle of the project period, as the emphasis, as described earlier, in the earlier part of the project was on the improvement of academic achievement. The following activities were organized since 1985.

i) Organization of dialogue sessions

These were formal meeting organized by the project to get the various agencies concerned with community development such as, the Medical Department, the Fisheries Department, Women Institutes and MARA to co-operatively

provide information to the community as to what were available for them and to provide guidelines for them to develop their community. However, there were only a few of these dialogue sessions organized.

ii) Organization of home visits by the agencies

The project had also tried to be involved with the different agencies on their programme of home visit. Unfortunately, this activity was not very successful.

2.4.2 Discussions

There are two points that should be highlighted here. The first deals with the tremendous variety of activities that were developed and carried out by the project team. While it reflected highly the effort that had been put in by the project members, it had made it very difficult to sort out the impact of these activities individually. Secondly, there had been so many different activities that the project staff was not able to fully test out some the activities.. In some cases, due to lack of time and manpower, some of the activities were only tried out

once or twice, so again, the impact of these activities could not be validly studied.

The second point to be lighted was the amount of close support that the project had attempted to provide to the teachers, headmasters and parents. For example, the teachers were very amply supported in their implementation of the project activities through the use of numerous workshops and meetings. Much of the early success of the project may have been enhanced by this close support.

2.5 Evaluation by the Project

Again a tremendous amount of effort had expanded in trying to get both research and evaluation data from the field. Data had been collected through all types of activities, listed below:

i) Identification of weak students through diagnostic tests.

ii) Observations during the trials of the different aspects of the project, such as, the use of the new teaching approaches, the use of materials by teachers and pupils.

iii) General classroom observations to study the classroom atmosphere, the participation of children (particularly the weak children) and the display of materials in the classroom.

iv) Records kept by the teachers.

v) Observations of teachers' and headmasters' attitudes towards of the project.

vi) Observations made of the participation of the teachers and headmasters in the workshops.

vii) Observation of the parents' participation.

viii) Results of the progress tests and achievement tests.

ix) The observations made by the teachers themselves.

Based of the data collected through these activities, the project was able to show that there was some improvement in the pupils' achievement and some positive changes in the teachers', headmasters' and parents' attitudes towards the project. However, there had not been a full scale formal

evaluation carried out, as the project staff on the main, did not feel confident to do so.

CHAPTER THREE: ANALYSIS OF OUTCOME

3.1 Introduction

As mentioned in the introductory chapter, the outcomes of the project were regarded as changes in behaviour of the different groups of people involved in the project. These were:

a) the pupils;

b) the teachers;

c) the parents; and

d) the other members of the community.

The changes in behaviour or outcomes may have been in various forms; the changes in academic achievement or performance of the pupils; the changes in attitudes in pupils, teachers and parents; the changes in values of the parents and the development of the community as a whole. In the project, the achievement of the pupils was seen as the major primary set of outcomes to which the other outcomes contribute. These outcomes, obviously, may be measured in different manners. These will be discussed in the following sections specific to each group of people involved in the project.

3.2 The Pupils Outcomes

As described in the preceding chapter, the major emphasis of the Van Leer Project, judging from the number and variety of activities that had been carried out had been the remediation of pupils in the rural and semi-rural areas who were seen as being under-achieving and disadvantaged mainly due to the context that they live in. Therefore, the pupils outcomes that were of the main interest were the changes in the achievement of the pupils, specifically the impact of the different teaching-learning activities of the Van Leer Project on the performance of the pupils in the sample schools. To a lesser extent, the changes in attitudes of the pupils to learning were also seen as important outcomes.

The main measures of pupils' achievement were obviously results of examinations or tests that had been taken by pupils over the period of the project. In the absence of control schools, the changes in achievement were measured in terms of trends in the examination results over specific periods of time. These results that were available (see Appendix) for this analysis are:

a) the Standard Five National Assessment;

b) the Diagnostic Tests carried out by the project;

c) the Term Tests set by the project.

As the Standard Five National Assessment consists of tests which were supposed to reliable and valid, and were of consistent standard or level over the years, the tests were selected for analysis. The trends measured were the changes in the overall pass rates for each school between 1983 and 1985 inclusively, and between 1985 and 1986. The first period covers the results before the project was implemented, that is, in 1983 and the first two years of the implementation, 1984 and 1985, where the emphasis of the project had been on the remediation of the children's learning. The second period includes the year 1986 when the emphasis began to be put on increasing the involvement of parents in the education of the children and on community development.

In the analysis of these trends, the assumption made was that there were no significant differences in factors, such as general abilities, between the cohorts of the different years. It was also assumed that the schools' context had not changed significantly as a result of factors other than those engendered by the project.

The changes in attitudes of the pupils to learning were also considered in the evaluation. Indications of these changes were based on the observations of the headmasters, teachers and team members of the pupil's learning behaviour in the classroom. Data regarding these observations were obtained through the interviews with these groups of people.

3.2.1 Trends in Academic Performance for 1983 - 1985

The analysis of the Standard Five National Assessment (see appendix for the detail results) of the differences in the academic performance between for Malay Language, English Language and Mathematics between 1983 and 1985 showed that there was an overall increase in performance of the 1985 cohort from the 1983 cohort.

For the Malay Language, 67% of the sample schools had showed positive trends. The average increase in percentage of passes in the Malay Language over the initial period of the project was 15.25%, whereas the negative trend shown in the four schools was an average difference in percentage passes of only 7.75%. The distribution of these schools which showed negative trends in academic performance was evenly distributed between the two sample areas. The increase in

pass rate for the coastal sample schools was 19.1% whereas the increase for the Bau sample was 9.9%.

In the case of the English Language, 92% of the sample schools had shown an increase of percentage passes in the subject over the same period of the project which was the highest for the three subjects. Only one school from the Bau sample had shown a negative trend. The average increase in the percentage of passes for the schools which had shown positive trends was 25.1% which was also the highest average to be found for the three subjects. The school showing the negative trend had a decrease of 5% in the pass rate over the period. Schools have shown positive trends in the results of this subject over the same period of time. The only school which did show a negative trend was in the Bau sample area. The increase in pass rate for the two sample areas was nearly similar around 21%.

In Mathematics, the trend over the initial period of the project was a positive trend for 83% of the sample schools in terms of increases in the pass rate for the subject. The two schools which had shown negative trends were to be found in the Bau district. The average increase in the pass rate for the schools showing positive trend was 18.7% and the average

decrease in pass rate was 8.5%. There was difference in the increase in the pass rate for the two districts with the coastal schools showing an average increase of 23.3% and the Bau schools an average increase of 11.8%.

From these analysis of the Standard Five National Assessment, several observations could be made:

a) There seemed to be a general overall increase in performance in the sample schools over the initial period of the project.

b) There seemed to be a slight difference in the performance between the two sample areas with the schools from the coastal area showing more positive trends, both in terms of numbers of schools showing positive trends and of the average increases in the pass rate.

c) The increase in the pass rates for English Language seemed to have been the highest for the three subjects and that of the Malay Language seemed to be the lowest.

3.2.2 Trends in Academic Performance from 1985 to 1986

The analysis of the trends in the academic performance of the sample schools over the later period of the projects, that is, the difference in the academic performance between the 1985 and 1986 cohort showed that there was a generally decline in the academic performances in all the three subjects.

For the Malay Language, there seemed to have been a decline in performance for 4 out of the 10 schools whose results could be analyzed. In the 6 schools which had maintained a positive trend in academic performance, the average increase in pass rate was 9.6%, whereas the average decrease in pass rate for the schools showing negative trend was 3.7%.

The negative trend in the academic performance for the English Language was even more drastic, in that, 8 out of the 10 schools which could be analyzed had shown reversals in the results obtained in 1986. The average decrease in pass rate for these schools was fairly substantial, at 14.2%. The average increase of the pass rate for the two schools had maintained the positive trend was 22.3%.

Finally for Mathematics, there was a nearly similar decline in the academic performance with 7 of the 10 schools showingdecreases in pass rates. The decline in performance was even more drastic as the average decrease in pass rate was a very high 29.9%. The 3 schools which have shown positive trends had an average increase of 7.5%.

Based on the above analysis, it could seem that for the later period of the project, namely 1985 - 1986, the following trends could be observed:

a) There seemed to be a general decrease in performance in terms of the pass rate.

b) There seemed to be marked reversal in the pass rates for English Language and Mathematics.

3.2.3 Results of the New Assessment Tests, 1988

With the introduction of the new primary school curriculum, the Standard Five National Assessment was replaced with a national level examination called the Primary School Completion Assessment taken at the end of the sixth and last year of primary education.

The results of this assessment showed that the children from the project schools had performed reasonably well in it, with one of the school achieving the best results for the state. While it was difficult to relate the results of children of this school directly to the activities of the project, these results had enhanced the image of the project. Furthermore, these results provided the incentive for the project team to continue their efforts through a well designed replication study so as to study more carefully the effects of the project activities.

3.2.4 Changes in Attitudes

Although there was no prior measurement of attitudes in the project, it would be difficult to show quantitatively if there had been any changes in attitudes in the pupils in the course of the project. However, some indications could be gleaned from the observations that had been made by the headmasters, teachers and project members over time.

One of the consistent observations that was made by these people was that the children in the project schools seemed more active and happy in the classroom, quite unlike the passiveness that was usually found in the rural classrooms. Related to these activities, it was also observed that generally

the pupils from these schools were more willing to ask and answer questions. In the context of the rural children, these efforts would have required quite a lot of courage.

These changes in behaviour may be seen as being indicative of some changes in the attitudes of the pupils in project schools, possibly with respect to attitudes to learning.

3.2.5 Discussions

Based on the analysis above, there are several possible inferences that could be made. It should be stressed that these inferences are not meant to be casual relationships and that they are merely possibilities that could be explored further.

3.2.5.1 The general positive trends in the results of the Standard Five National Assessment in the period 1983 - 1985 coincides with the period when the remediation aspects of the project was being heavily emphasized. It could be that these remediation efforts had contributed to this trend. It is also possible that this trend was a reflection of the novelty (newness) of the project; a result of the Hawthorn Effect.

3.2.5.2 The difference in gains between the three subjects could be explained in terms of the effect of remediation. As the Malay Language marked was already fairly high (the pre-project average pass rate 59.2%), the effects of remediation was not as strong as for the other two subjects. The pre-project pass rate for both Mathematics and English was quite appreciably lower; 31.1% for English and 37.5% for Mathematics. For these two subjects, the overall effect of the remedial work carried out by the project may be reflected in the strong positive trends detected in these two subjects.

3.2.5.3 The general overall reversal of the trend detected in the later period (1985 - 1986) could be possibly due to several factors:

a) The tapering down of the remedial activities partly due to the increasing emphasis of the parental involvement and community development objectives. The confusions and difference in perceptions

regarding what should be the focus of the project may have caused the resultant lack of consistent focus on the remedial work.

b) The decrease in the Hawthorn Effect as the project became institutionalized. As the project progressed, the constant support and the impact of the visits by the project staff was probably lessened.

c) The high turnover of staff (teachers, headmasters and project members) that had occurred during the period of the trials of the project. One of the biggest administrative problems as described earlier, for this project was the high turnover of staff. New staff would bring new perception and perhaps more importantly, less commitment to the project.

3.2.5.4 The higher gains in academic performance observed overall for the coastal schools over the initial period could have been due to the fact that

generally the pre-project result of these schools was lower than that for the Bau sample. Because of this, the result of the remediation was more visible.

3.2.5.5 The observed changes in the classroom behaviour of the children in the project may be due to the introduction of the activity-based worksheets which were part of the remedial teaching strategy developed by the project.

3.3 Teachers' Outcomes

The teachers' outcomes may be divided into two categories related to the main objectives of the project. The first category, related to the remedial objective of the project, was the improvement in teaching competencies particularly related to remedial teaching. The second category was the development of attitudes which would be supportive of the parental involvement and community development objectives of the project. As mentioned earlier, the development of these competencies and attitudes was organized through a series of meetings, workshops, teaching demonstrations, development of teaching-learning materials and dialogues between all

parties involved in the project. As most of these activities had been carried out prior to the commission of this evaluation, there was no opportunity to study the impact of them on the teachers directly. Therefore, only some general observations could be made with regards to these teachers' outcomes.

3.3.1 Teaching Competencies

Most of the headmasters and teachers interviewed felt that the activities that had been organized were effective in improving the teaching competencies of the teachers. The trends described in the earlier section may be a reflection of the increased competencies in remedial work.

The decline in the results in the later part of the project would seem to suggest that these competencies would require constant and consistent support on the part of the project team, in order to help the teachers to maintain them in the difficult rural educational context.

The need for these activities to improve the teaching competencies of teachers was seen by those in the project as particularly relevant in these rural/semi-rural schools, as a

fair number of the teachers for the Standard 4, 5 and 6 during the period of the project were not trained.

3.3.2 Development of Attitudes

The attitudes that were of concern here were those related to the teachers' roles and responsibilities in encouraging and fostering parental involvement in children's education and in the development of the community. These roles and responsibilities were seen as not normally those of teachers in Malaysia, and the commitment to them would require a substantial shift in teachers' attitudes and values.

Again, there was no any direct measure of the development or inculcation of these attitudes and values. Indications of these attitudes may be inferred through the activities and observable behaviour of the teachers.

3.3.2.1 According to the headmasters and the project team, the teachers seemed to be more willing to participate in the community. For example, in the coastal schools, teachers seemed to have participated freely with the parents and the community by attending prayer, meetings and

discussions held at the 'surau' (praying hall). This was seen as a trend associated with the project as previously the teachers were very much separated from the community. However, after the implementation of the project, it was observed that the teachers have mixed very freely and more often with members of the community.

3.3.2.2 Teachers were also observed to be more involved in the organization of activities in co-operation with local organizations, such as the Women's Institute, and school committees, such as the PTA and its sub-committees.

3.3.2.3 Teachers themselves have reported that they feel very comfortable with the new roles and responsibilities that were required of them and that they were very much in agreement with the philosophy of the project.

3.3.3 Discussions

Although there was no direct measurement made on these outcomes or the impact of the project activities on the teaching competencies and teachers' attitudes, there were several inferences which could be drawn from the observations of and interviews with the teachers, headmasters and project members, and also from the analysis of the assessment results.

3.3.3.1 The trend in the analysis of the assessment results seemed to suggest that initially the activities (training, support and discussions) had been fairly effective. However, the failure for the trend to be maintained in the later part of the project may be indicative of the need for constant support for the teachers.

3.3.3.2 Although the teachers were willing to accept the roles and responsibilities related to community development and parental involvement, they were not able to implement it fully as parents are seldom at home during the day and since a number of teachers do not live in the

community, they were not able to meet the parents on a regular basis. Usually, it was only possible to meet the parents at night which makes the job of the teachers rather problematic. According to the teachers, that unless they actively pursue the matter, very few parents would come to see them about their children's performance in school.

3.3.3.3 During the period of the project, a large number of activities related to the parental involvement in education and community development objectives had been planned and organized through the initiative of the project. However, given the problems described above, the question of how these initiatives could be maintained becomes pertinent.

3.4 Parental Involvement in the Education

Obviously, the main premise of the activities which had been organized under this objective is that active involvement of parents in the education of parents would contribute significantly to the improvement of the children's academic

performance. It was also assumed that the parents' involvement in these activities would also have the effect of informally educating the parents; in trying to teach their children, they would have to themselves learn what was to be taught.

As mentioned earlier, due to the design of the project, it was extremely difficult if not impossible to evaluate the direct relationship and impact of these activities to the improvement or gains in the academic performance of the children. Without a tightly and narrowly defined experimental context, it was difficult to isolate the impact of these activities from the numerous factors (planned or otherwise) which could have influenced the academic improvement, if any, of the pupils. Therefore, in this evaluation, it was decided not to attempt to evaluate directly the outcomes of these activities in terms of their impact on pupils' academic performance, but to measure what could be referred to as the intervening outcomes, namely the changes in behaviour of the parents, either as individuals or as groups. If the activities that had been planned in relation to this parental involvement objective are seen as the primary factors influencing the pupils' achievement, these changes in parental behaviour may be

seen as intervening outcomes/factors, which themselves could influence pupils' achievement.

These changes of parental behaviour were ultimately changes in attitudes and values held by the parents in relation to their roles in the education of their children. In the context of this project, these changes can be evaluated in two different manners. Although to some quarters, both of which may not appear to be not completely satisfactory, they could at least provide some tenable indication of these changes.

Quantitatively, these changes may be measured in terms of the increase in the numbers of parents attending meetings organized for discussion of academic matters, the numbers of parents who had begun to help their children to study at home, and the number of academic activities that had been organized by the parents on their own, independently of the project's efforts. The assumption being that the increase in participation was indicative of inculcation and manifestations of positive attitudes and values. Qualitatively, these changes in behaviour may be measured in terms of observations that had been made by the project team and the views expressed by the parents regarding their perceptions of education and their involvement in it.

3.4.1 Changes Observed

Based on the interviews and on the observations of the schools, there had been some positive changes in the behaviour of parents regarding their involvement in the education of their children in a number of the pilot schools.

3.4.1.1 Increase in Parental Attendance in Academic Activities

According to the headmasters and project staff, there had been an increase of parents attending meetings organized at some of the pilot schools by either the School Committees or the Parent-Teacher Associations through the instigation of the Van Leer project. These meetings, as described earlier, were in the form of discussions and lectures to exhort and clarify the parents' responsibilities and activities that could be carried out by the parents in the education of their children. In some schools, these meetings had been well attended, indicative perhaps of the increasing interest and awareness of their roles

and responsibilities in improving the children's achievement.

3.4.1.2 Increase in Activities Organized by Parents

The activities that had been initiated by the project staff may be seen as 'seeding' exercises with the intention of getting the parents to organize on their own, similar activities. While there had not been a marked increase in these type of parent-organized activities, there had been some that were organized in a few schools which involved the parents through organizations, such as, the Women's Institutes.

3.4.1.3 Increased Participation in Home-based Academic Activities

In the coastal sample schools, there seemed to have been initial increase in the numbers of parents in the use of study-plan (time-table) for children to organize their activities at home. In these schools, there had been marked

improvement in the academic performance of the children. (See appendix.)

3.4.1.4 Observed Changes in Attitudes and Values

The project team, in carrying out the activities related to parental involvement had been able to detect changes in the parents' attitudes and values. They had reported that they had detected over time, that the parents' attitudes had changed positively and that they had become more open and more willing to accept new ideas regarding their participation in their children's education. They also reported that a number of parents had expressed their awareness of the importance of education in general and of their involvement in it specifically.

3.4.2 Discussions

Although some changes in behaviour and attitudes as described above had been observed, due mainly to the tremendous efforts that had been put forward by the project

team, there were reasons to feel that these changes were in most part temporary and cannot be maintained over time.

3.4.2.1 It would seem that there were a large number of parents who still felt that the children's education is the sole responsibility of the school and the teachers. Some headmasters complained that they could not get 'genuine' co-operation from the parents. It seemed that attendance at functions, such as the dialogue sessions and PTA, were slowly beginning to be discouraging.

3.4.2.2 Initial enthusiasm for activities, such as the home study time-table, had not been maintained. This may be due to the lack of consistent support for these activities over time.

3.4.2.3 The difficulties, as described earlier, for the teachers to meet the parents, both formally and informally, to talk and discuss matters related to both the education of the child and the development of the community, was a very real problem and would need to be resolved if parents

are to be involved in the education of the children.

3.5 Community Development

This is perhaps the less developed area of the project. The major kind of activities related to community development that were organized had been dialogue sessions held at the school where different agencies were invited to provide information regarding their services and discuss with the community the problems and issues related to their services. Towards the latter part of the project, a few home visits were organized for these government agencies.

According to the headmasters and community leaders, there seemed to have been some improvement in the standard of living in the communities, particularly the coastal areas, and there was increase awareness of personal hygiene. However, these and any other changes in the community cannot be directly attributed to the project or its activities, particularly as there have not been sufficient numbers of these activities organized, and as quite a few of the community development activities had already been carried out independently.

CHAPTER FOUR: IMPLICATIONS FOR REPLICATION

4.1 Introduction

As the main purpose of this evaluation was to review the various aspects of the Van Leer Project in order to provide directions for its replication in other rural areas in Sarawak, this chapter will briefly highlight from the analysis in the preceding discussions, the main points or findings which may be implications to the replicability of the project. On the basis of these findings, some guidelines for enhancing the replication will be suggested.

4.2 Overview of the Findings of the Evaluation

In spite of the conceptual and methodological problems described earlier, that were inherent with the evaluation of the project, there had been several findings which may have some relevance to the replicability of the project to be found in both the areas of evaluation that have been undertaken, namely the process evaluation and the outcome evaluation. The following are summaries of the crucial points from the two areas of evaluation.

4.2.1 The Process Evaluation

The process evaluation has, through the attempt to describe and clarify the different aspects of the Van Leer Project, highlighted three points which may have crucial implications to the replicability of the project. These are, briefly, as follows:

4.2.1.1 The differences in the emphasis or priority of the objectives for the project that were advocated by different people or agencies, and that were found in the project over the different periods of the operation of the project. There were two areas of differences. The first and perhaps more important differences was that between the Van Leer itself and the project staff. The Van Leer Foundation staff was perceived as strongly prioritizing the community development objective, whereas the original project staff themselves wanted to focus on the remediation and parental involvement objectives. These shifting of the emphasis of the objectives over time was caused mainly by the subsequent staff

members trying to adjust to what they felt that Van Leer Foundation wanted.

These differences in priority of objectives could be regarded as one of the fundamental problems for the project, as it would seem to indicate differences in the perceptions of the needs for the rural areas for which the project should address itself to. Another implication of this problem was that with these differences, the direction of the project became ambiguous and consequently, the tremendous amount of effort that had been put into the project lost some of their impact.

4.2.1.2 The extensiveness of the activities that had been organized for the project could be paradoxically a problem. Over the four years, the project team had organized a large number of wide-ranging activities which was a good reflection of the dedication and commitment of the project staff. However, this great number of activities was also a reflection of the problem discussed above, that is, shifting of objective priorities. To the

teachers and the headmasters, this large variety of activities was very confusing. One of the most common complaints from them was that the scope of the project was too wide, particularly with regards to the activities related to the community development and parental involvement, for them to understand what was required of them and for them to implement these activities successfully.

4.2.1.3 Although the high rate of turnover of staff was an administrative problem, it had had crucial impact on the project. As discussed earlier, constant change of staff could mean the constant changes in perceptions of priorities, the loss of time in having to orientate new staff and, more importantly, the possible decrease in commitment. Although this high staff turnover could be said to be a given condition in the educational context in Sarawak because of movement through promotions, etc., it was too crucial a matter as far as the project was concerned to be left unresolved.

4.2.2 Outcomes Evaluation

This area of the evaluation had examined both the intended and unintended outcomes of the project. The study of the intended outcomes had looked at these in relation to the changes in learning and attitudes in those who were the focus of the project; the pupils, teachers and parents, and at the results of the community development efforts of the project. The following are main points relevant to the concern for replicability which could be drawn from this area of the evaluation.

4.2.2.1 The analysis of the Standard Five National Assessment results taken by pupils in the sample schools over the period of the projects had shown a generally positive trend in the results followed by a sharp reversal to the end of the project. One of the interpretations of these trends is related to the emphasis that had been given to the remedial objective of the project. The positive trend could be seen to reflect the priority that was given to this objective during the first two years of the project and the reversal seemed to coincide with the increasing priority

given to the objectives related to the parental involvement in education and the community development.

If this interpretation was accurate, then it could be said that the remedial aspect of the project had been quite successful. On the other hand, there did not seem to be any strong indications that the other objectives (parental involvement and community development) had been as successful. In fact, the project staff seemed to have met with quite a few difficulties.

4.2.2.2 Related to the above is the question of needs. The difficulties that were faced in trying to implement the parental involvement and community development objectives seemed to suggest that to the people at the grassroots level, these were not important areas of needs for them. A number of headmasters and teachers, though going along with the project, were more concerned with the remedial and teaching-learning aspects of the project. Also, the impression that had been gained in our

interviews was that parents, generally were not too concerned with the community aspects of the project.

4.2.2.3 One of the important aspects that had been observed in the evaluation of the project was the strong support that had been provided by the project staff to the teachers, headmasters and parents in the implementation of the project at the sample areas. This support had been consistent and built on the basis of close personal rapport. There seems to be a strong sense of working together rather than imposition. It may be that this rapport and support had contributed significantly to some extent to the success of the project.

4.3 Suggestions for Replication

The following are some suggestions or recommendations that may be considered by the education department for the intended replication of the project in other areas of Sarawak or for the extension of the trials of the project at its present

site. These suggestions are based on the different points that were discussed in the preceding section.

4.3.1 Firstly, there is the need to reconsider the priorities for objectives of the project. This reconsideration should be on the basis of the needs of the rural communities, preferably as expressed by those in the community. While the preferences of the funding agency should be considered, it should not predominate the emphasis of the project if it is not in line with the needs of the rural communities in Sarawak. In a sense, the project needs to go back to the basic questions, such as:

a) What are the needs of the communities in the rural area?

b) What are the objectives which reflect these needs?

This firm and final establishment of priority will go some ways in providing a clear sense of direction for the project staff and for those who will be involved in it.

4.3.2 The scope of the project in terms of the objectives and activities planned for the objectives can be narrowed. This suggestion obviously is related to the concern for clarity. The project should try to focus on one or two at the most of the objectives that it has now and choose a few well defined activities for them. The narrowing of the scope will make the project less ambiguous and more easily implemented by those in the grassroots and more easily administered and evaluated by the department.

4.3.3 The replication of these projects would mean that the project sites will be more distant and more numerous. The department needs to consider how to provide that very crucial element of strong constant support for these new sites. There are several questions that would need to be considered:

a) How is this vital support system to be organized?

b) Is the project staff to be expanded?

c) Can the district education officers be used?

d) What kind of support can be provided?

Although these questions may seem to be mainly administrative, the problem of support is a vital one,

especially if the replications are to be made in rural and relatively inaccessible areas. Without the constant support which was one of the best features of the present project, the replications may not be too successful.

4.4 Final Comments

There are two final comments that I would like to note in this evaluation report. Both are quite forceful impressions that I had gained through working closely with the members of the present Sarawak Van Leer team.

The first is the strong sense of commitment and dedication that was present in each and everyone of the project staff, both in the development and administration of the project. It was this which fueled the tremendous efforts that had been put into the project as reflected by the amount of activities that had been crammed into the relatively short period of the project, inspite of all kinds of difficulties described earlier, such as, changes in priorities of objectives, ambiguity in directions, and constant staff turnover.

The second impression is the close personal relationships that seemed to have been established between the team with members of the community that they had been working with and with the staff of the trial schools. It is through this type of relationships that the necessary support for innovation is built to form one of the crucial foundations for success. Thus, I feel that the education department has in their Van Leer team a good starting point to develop a successful programme for education and development in the rural areas in Sarawak.

CHAPTER FIVE: POSSIBLE PLAN OF ACTION FOR REPLICATION

5.1 Introduction

As pointed out at the beginning of this report, this evaluation was carried out in order to provide information and ultimately, guidelines for the replication of the Van Leer Project into other rural areas of Sarawak. It was with this in mind that the implications of the evaluation was discussed in the last chapter.

However, this chapter attempts to go beyond the discussion of implications more into the formulation of a plan of action or a set of strategies drawn from the findings of the evaluation which could be used by the Sarawak Education Department in the replication of the Van Leer Project. While this plan of action will be based on the implications discussed earlier, it would to some extent also draw from the author's limited understanding of the different administrative and professional infrastructure that exist in the Sarawak Education Department and also on his assumptions about what changes are possible in the system. In other words, although there was an attempt to base the development of the plan of

action on the realities of the situation, it was not completely constrained by it.

It should be made clear that this plan of action is not prescriptive. It is essentially one person's perspective of the ways in which innovation can take place in education in the rural setting. It is written so as to provide a basis for discussion. At best, it should be used more as a guide for the education department officials in handling some of the crucial issues and problems in the replication process. This plan of action is divided into 4 major areas of concerns or problems which had been identified in the evaluation; these are:

a) the focus of the project;

b) the range of activities to be replicated;

c) the support structure for the replication; and

d) the delivery system for the replication.

However, before discussing the plan for each of the area, there is a need at this point to highlight some of the assumptions or premises that have been made in formulating this plan of action.

The first premise is that this replication exercise is in fact a form of research which, at the general level, attempts to study whether the replication of the Van Leer Project is possible or not in the wider context without the close monitoring of the project team, and in specific terms, attempts to study the impact of the different techniques and strategies which can be developed in relation to the areas of concerns or problems identified above.

The second premise is that the project team will still be kept intact during the replication process. While they are and should not be involved directly in running the activities of the project at the replication sites, they are still essential in the process of operationalizing the replication. They will be involved in developing the materials for use by the different groups of people in the replication and also developing the training strategies which could be used for these people. The project team will also be required to run these training courses and train others to do likewise. Finally, they are required for the monitoring and evaluation of the replication.

The third premise is that the replication will be done at district level and will involve all schools in the districts, and all education officials from the District Education Officers,

Supervisors and Key Personnel of that district will be actively involved in the replication.

5.2 Focus of the Replication Project

One of the problems identified by the evaluation was the differences in priority or emphasis in the objectives for the project held by the different groups of people involved in the project. This situation had contributed to generation of the tremendous variety of activities that had been tried out. However, this variety of activities had been unfocused and had in some ways overstretched the project team. Therefore, it is imperative the education department narrow the focus of the replication project, if possible, on one or two specific areas for the replication. And once this is done, there is also the need for education department to define clearly different objectives related to these areas that would be investigated. The identification of the focus area and the related objectives are particularly important for the development, implementation and evaluation of the replication project and should be arrived at through consensus of all the parties involved, including the Van Leer Foundation. Once these have been agreed upon, there should be the undertaking that

there should not be any changes in the focus and objectives of the replication project once the decision is taken.

Based on my experience with the project, I would like to suggest that the main focus of this replication project be on the Parental and Community Involvement in the education of their children. There had been some very interesting ideas tried out in the first stage of the Van Leer Project, such as, the use of the Home Study Time-table, Dialogues and monitoring of attendance.

It is suggested that for the replication project, the present project team select and develop these types of activities further, and design the replication in a manner in which the impact of these activities can be validly and reliably observed and perhaps measured.

5.3 Activities for the Replication Project

There are obviously a large variety of activities that are to be organized for the suggested focus area for the replication project. To help maintain clarity of purpose in the planning, organizing and implementing of these activities, and in their

subsequent evaluation, it would be useful to separate the project activities into three categories:

a) The operational activities - these are activities which are to be carried out by the main target group, i.e. the parents and other members of the community.

b) The delivery activities - which are to be organized to provide the different groups of people (parents, teachers, headmasters, district education officials and community leaders) involved in the project the knowledge, skills and perhaps most importantly, confidence necessary for them to carry out their roles and functions related to the implementation of the project.

c) The support activities - these activities are organized to provide constant and consistent support not only to the parents but also the teachers and headmasters involved in the project.

5.3.1 Operational Activities

Operational activities as defined earlier are the specific activities organized to get parents and other members of the community involved actively in the education of the children both in and outside school. In the pilot stage of the project, there had been several such operational activities that had been tried out in relation to the involvement of the parents and the community in the education of the children. These could be grouped according to the relationships of the people involved in the activities to the children in the project:

a) Parents Activities. These were activities where parents carried out different activities to either help the children directly with their school work or to develop their children's social and intellectual development so that they would be better prepared for school. Some of these activities that had been tried out in the project were:

   i) home study or time-table programmes;

   ii) study supervision;

   iii) social interactions between parents and child.

b) Community Activities. There had been several activities organized by the project where the community as a whole was involved in the educational process. These activities were organized either through the Parent-Teacher Associations or through the religious organizations in the community. Some of these activities were:

i) monitoring of school attendance;

ii) help-making teaching aids and equipment; and

iii) fund-raising to provide funds for the school.

The above are, however, only a few examples of the activities which could be organized in relation to the suggested focus of the replication project, that is the involvement of parents and the community in the education of the children. There are many other types of activities which had been carried elsewhere, some of which are as follows:

* The use of parents or prominent people in the community to teach some aspects of the curriculum to the children.

* The involvement of parents in teaching pre-reading and pre-Mathematics skills through everyday experiences.

* The development of children self-esteem through constant support and encouragement.

Therefore, it is recommended for this replication part of the Van Leer Project that the project team should:

a) review carefully as many of these types of activities as possible, drawing from those that had been tried out by the project as well as those which had been tried elsewhere.

b) based on this review, select only a limited number (3 or 4) of such activities for replication (probably those which had been seen as being reasonably successful and seemed appropriate for the local context) so that sufficient effort could be given for the development, implementation and evaluation of them.

c) design and develop strategies and activities which can be used to provide the knowledge and skills necessary

for these operational activities and also to provide constant support to all involved in these activities.

5.3.2 Delivery Strategy and Activities

One of the important aspects of the implementation of any project or programme is the effective transfer or delivery of ideas regarding the philosophy and activities of the project to the different groups of people who will be implementing the project. Delivery here refers to the different activities organized to provide the participants in the project with the knowledge and skills necessary, and with the confidence to carry them out. The effectiveness of transfer or delivery system of a project has become the growing concern among those who are involved in the implementation of educational or curriculum change. In order to ensure the effectiveness of the delivery system, it is important to be aware that what is involved in the transfer or delivery of curriculum or educational ideas is not merely the transfer of knowledge or skills, but perhaps more importantly the transfer of values and attitudes. Therefore, it is imperative that all activities planned for the delivery of the ideas for the Van Leer Project have as an integral part the attempt to change or develop values and attitudes which are positive to the project.

With the above comments in mind, it is recommended that the delivery system for this replication of the Van Leer Project should consist of three components:

a) The awareness component - this component consists of activities which are organized so as to provide the parents and other members of the community the knowledge about the philosophy and activities of the project, and about the possible roles and functions that the parents and other members of the community could play in the education of their children.

b) The training component - these activities are organized so as to develop the skills and confidence of the people involved in the project, and can include workshops and short courses.

c) The handbook component - these are detailed guidebooks developed for use by the different groups of people for all the types of activities that they will be involved in.

5.3.2.1 Awareness Activities

There are many such activities already tried out in the Van Leer Project. In fact, most of the activities, such as the dialogue sessions and the home visits by the teachers that had been developed related to the suggested focus for the replication are oriented mainly to raising the awareness of the parents and the community of their roles and functions vis-a-vis the education of the children.

The different types of awareness activities which could be carried out in the replication project are:

a) dialogue sessions;

b) individual informal talk;

c) home visits by teachers;

d) lectures;

e) films/videotapes;

f) tape/slide shows;

g) school visits;

h) PTA meetings.

In the replication project, the project team should choose carefully the activities that they would try out. This selection should be based on the following procedures:

1) A review and assessment of such activities that had been developed and tried out in the Asian countries. The review should take focus on the possible replication of these activities in the Sarawak rural areas. The team should look for examples of these activities in countries such as Thailand, Nepal, Indonesia and Philippines which have done extensive work in this area.

2) An assessment of the activities that the project had tried out in the first part of the Van Leer based on their assessment of the effectiveness of the activities and from reviews of activities which had been carried out elsewhere. Again, the project team, after selecting the activities that are to be tried out, need spend some time to work out in specific terms what tasks or

roles that are expected from the people to be involved, how to best convey this information to them and how to evaluate the effectiveness of these activities.

5.3.2.2 Training Activities

The training activities are those which are organized to provide the different groups of people involved in the project, such as the parents and other members of the community; the teachers and headmasters; and the district education officials with the knowledge and skills to carry out all the activities described earlier. These activities can be carried out by different groups. For example, the training for teachers can be organized by the local district education officials with assistance from the project team. The teachers themselves could organize their own workshops and also workshops for the parents and community members.

These training activities should be planned not only to impart knowledge and skills required for

the operational activities but also to inculcate the appropriate attitudes to sustain the commitment and efforts with regards to the project and its activities. One of the important considerations in the planning for the training activities is the need to boost the parent's interest and perhaps more importantly, self-confidence in the tasks that they will be carrying out, as one of the constant comments that they had made was that as they seemed to themselves as being uneducated and they felt that they did not have the capability to be involved in the education of their children.

The training activities can be seen as consisting of several different types of activities; workshops and handbooks.

a) Workshops

In order to make the workshops more effective, particularly in raising the parent's self-confidence, it is recommended that all the workshops

should be carried out on site, that is, in the actual context or place where the project is being replicated. The workshops should relate to actual or real situations, and participants should be given practical work in forms of the actual tasks carried out in the actual context. Discussions should be based on these tasks.

b) Handbooks

The handbooks are clear and detail step by step description of all aspects of each activity that has been planned for the different groups of people who are involved in the project, i.e. parents, teachers and headmasters, advisors and education officers. For example, for the Home Study programmes, there should be several handbooks prepared; one for the parents (assuming some of them can read) to help them organize the Home Study programme at their homes, another for the teachers detailing their roles in

providing training and support for the teachers. Specifically, these handbooks should contain:

a) clearly written objectives for the activities to be carried out;

b) detailed descriptions of the roles and tasks in the implementation of the activity;

c) step by step instructions on how to organize these activities; and

d) detailed instructions on how to monitor or evaluate the activities.

5.3.2.3 Support Activities

As discussed in the previous chapter, constant support, both professional and morale, can contribute greatly to the success of the project. This replication project should be organized so as to investigate the ways in which this support for

the teachers and headmasters could be provided and maintained regularly and that it would be met immediately in response to the needs and problems of those involved in the implementation for the project.

There are two ways in which this support can be organized:

A) Department-based support. This is support to be provided by the education officers, supervisors and key personnels found in the district where the replication is to take place, such as the Pegawai Kawasan and the District Education Officer.

B) School-based support. The support in this case will be provided by the people in the schools themselves, either in the form of the headmasters advising teachers or headmasters and teachers supporting each other through meetings.

A) Department-based Support

The education officers situated in the district will need to be organized so that they can provide constant professional support to the teachers and headmasters. In order to facilitate this, the education department will need to:

a) identify the different personnel that are available at the district level who can be involved in the implementation and support of the project;

b) define the supportive roles that these officers have to play; and

c) train these officers to carry out their tasks properly.

As mentioned earlier, the teachers and headmasters will need constant support, thus there must be the commitment on the

part of these officers to visit the schools regularly and discuss with the headmasters and teachers the professional aspects of the project.

B) School-based Support

Internal support can be seen of being two types; inter-schools and intra-schools. In the intra-school support system, the headmaster would play the most influential role. He will need to be made aware of his crucial role in the implementation process, particularly through him providing professional and morale support to the teachers and the parents. He should be trained to provide strong leadership in the project and to encourage the teachers and parents to meet and discuss as often as possible different aspects of the project.

In the rural areas, it is important also to establish some form of inter-school

support system, particularly in the curriculum change process. This source of support in the form of 'mutual support' can be from other headmasters in the same area. It is possible to arrange for this 'mutual support' through the establishment of headmasters' committees. Such committees have now been used to implement changes in several countries with notable success, such as the Zone Committees in Singapore and the Headmaster Committees in Sri Lanka. These committees' term of reference will be mainly related to the implementation of the project and discussions within these committees will be focused on the professional and organizational aspects of the implementation of the project.

Similarly, inter-school teacher groups could be formed to discuss, monitor and train themselves for the implementation of the project. The discussions in such inter-school groups will be more

meaningful and relevant to the teachers as they will be focused on the needs and problems arising from the actual context of the project.

Some of the other possible benefits of these types of inter-schools groups, either of headmasters or teachers are that they would be able to work co-operatively - sharing and discussing problems, working out solutions relevant to and feasible in their own local context. They will learn to help and support each other particularly with regards to professional needs and problems, and through this it may be possible to encourage or motivate them to focus on the professional aspects of the job.

5.4 Conclusions

This chapter can, at best, be only a brief description of the scenario which could be created for the replication of the Van Leer Project. What has been described has touched on several

aspects of the replication/implementation process with the intention of suggesting several ideas which could be tried out, on the assumption that this replication is aimed at studying in greater depth the problems of implementing a project and developing an implementation strategy which would be more effective. It is hoped that this assumption is correct and that the replication of this Van Leer Project will be carried out in a fairly small scale, with a strong research design so as to allow for constant monitoring and evaluation.

APPENDIX

The activities that have been carried out by the Van Leer are based on the three main areas of focus:

i) Development of effective teaching and learning strategies and materials.

ii) Effective parental and community involvement in schools.

iii) Community development.

The following is a listing of the activities carried out from 1984 to 1987 in each of the three areas of focus:

1. Activities which had been carried out in 1984.

1.1 Development of effective teaching and learning strategies and materials

The activities that had been carried out included:

i) Teaching: meetings, workshops, teaching demonstration.

ii) Learning: remedial activities and simple tests.

iii) Materials: production of teaching aids and worksheets.

1.2 Effective parental and community involvement in schools

The activities that had been carried out:

i) . meetings and discussions with headmen and parents;

ii) formation or revival of Parent-Teacher Association;

iii) helping PTA organizing various activities;

iv) giving talks on the importance of education; and

v) visiting parents to discuss their children's problems.

1.3 Community development

The youth organization in the villages were exposed to the project through talks and schools sport.

2. Activities which had been carried out in 1985.

2.1 Development of effective teaching and learning strategies and materials

2.1.1 Classroom organization.

The classroom organization was done based on the following approaches for the three main curriculum subjects:

i) Teaching: Integrated Teaching Method was applied with regard to the teaching of reading skills, writing and counting.

ii) Learning: Seating arrangement - grouping was done according to the children's abilities. Basically speaking, there are 3 different ability groups:

a) The advanced group.

b) The average group.

c) The slow group.

iii) Materials: Relevant teaching and learning materials were prepared and supplied to the teachers. These materials were treated as supplementary teaching

materials wherever applicable or whenever the need arose.

2.1.2 Introduction of specific teaching/learning strategies.

2.1.2.1 English.

In English, to make the learning of the language as interesting and enjoyable through the following planned activities:

i) Aural-oral: dialogues, radio listening, reading graded supplementary readers.

ii) Writing: story-writing, writing simple sentences.

iii) Movement: games, songs, rhymes, simple acting.

2.1.2.2 Bahasa Malaysia.

For the National Language, the following activities were carried out:

i) Diagnostic tests - the early stage.

ii) Grouping of pupils according to ability groups.

iii) Preparing and printing/enrichment work.

iv) The distribution of supplementary reading materials.

v) Constant visits by project officers - meeting headmasters, teachers, parents and pupils.

2.1.2.3 Mathematics.

As far as the subject is concerned, the following activities were practised, namely:

i) practical exercises;

ii) written exercises; and

iii) graded worksheets.

2.2 Effective parental and community involvement in schools

The most important objective of the unit was to get parents involved wholeheartedly with the various activities of the project. The activities included:

i) participation of parents in organizing land-sports, dialogue sessions with the education department and other government department;

ii) assistance of parents in the supervision of 'Private Study' in their respective schools;

iii) constant home-visiting by project;

iv) discussion with the parents about various aspects of education development of their children.

2.3 Community development

Other government and private agencies could responsively play their helpful part to further widen the scope of coverage of the Van Leer Project activities. To this effect, several meetings were held in August and early September this year with the agencies to finalise activities involving participation of other agencies.

2.3.1 The following agencies were called to attend the Van Leer Project (Curriculum) meetings:

i) Co-operative Society.

ii) MARA.

iii) Amanah Saham Nasional (ASN).

iv) Women Institutes/Society, Kuching.

v) Agriculture Department, Kuching.

vi) Medical Department, Kuching.

vii) Fisheries Department, Kuching.

viii) Handicraft Institutes, Kuching.

ix) Sebarkas, Bau, Kuching.

2.3.2 The dialogue session with the kampung folk (parents) on 26th. September 1985. Five outside agencies have been invited:

i) ASN.

ii) Fisheries Department.

iii) KEMAS.

iv) Women Institutes.

v) Medical Department.

3. Activities which had been carried out in 1986.

3.1 Development of effective teaching and learning strategies and materials

Four workshops were conducted - two workshops for Project Headmasters and two for Project Teachers.

3.1.1 Workshop I (for headmaster).

This workshop was held early in the year. All the 13 Project Headmasters attended the workshop. Three relevant subjects were presented by the team.

i) Teaching:

a) Better approach and strategy in the teaching of English, Mathematics and Bahasa Malaysia.

b) How to start a remedial class in school.

ii) Materials:

Effective use of the teaching aids available in schools and how to prepare simple evaluation materials with reference to the procedure presently used in KBSR classes.

3.1.2 Workshop II (for headmasters).

This workshop was held in May. Each and everyone of the headmasters was asked to prepare and present a brief progress report and to come up with possible solutions to problems commonly faced by the project schools in both districts.

Most of the project schools took the initiative to organize a variety activities for their pupils without much assistance from the project team. The activities organized were:

i) Learning:

a) Short Essay Writing Competition.

b) Solving graded mathematical problems.

c) Quiz and Debate Competition at the school levels.

ii) Land-sports, exhibition, etc.

3.1.3 Workshop III (for teachers).

Appropriate remedial actions to be taken by headmasters and teachers respectively were suggested:

i) Teaching: better classroom organization.

ii) Learning: remedial work for weak pupils.

iii) Materials: the effective use of the teaching aids presently available in schools.

3.1.4 Workshop IV (for teachers).

The activities organized were:

i) Teaching:

a) Method of teaching with reference to the new curriculum approach involving three main

subjects (English, Bahasa Malaysia and Mathematics).

b) How to prepare good testing materials for the pupils.

ii) Materials:

The production of suitable teaching aids.

3.2 Effective parental and community involvement in schools

Plans and guidelines had been drawn up for implementing the parental activity.

3.2.1 Apart from informal dialogues with the parents, formal dialogues had been organized with the co-operation of representatives from various outside agencies.

Among activities organized by the schools that involve active participation of parents and community were:

i) regular meetings of school committees and Parent-Teacher Associaton;

ii) land-sports;

iii) School Exhibition Day;

iv) supervision of extra classes and co-curriculum activities;

v) dialogues;

vi) talks by 'Model Parents' on the success of their children's education;

vii) voluntary services to school and community;

viii) religious talks; etc.

3.2.2 Home-visit programme.

The project team planned home-visits with a view to get better acquainted with the parents and their home background.

3.3 Community development

Parents and community had to be further exposed to the existence of other agencies and services they rendered to the community in order to foster greater awareness among them of the assistance and advice which could be obtained from the relevant departments.

The following sections were always involved in the dialogues with parents/community:

i) The Primary School Section;

ii) The Development Section;

iii) The Group Supervisors of Schools.

iv) The School Inspectorate.

4. Overall activities for 1987.

4.1 Development of effective teaching and learning strategies and materials

i) Meeting of Headmasters with project staff/Head of Curriculum.

ii) Workshops:

a) to solve and discuss common teaching and learning problems;

b) to produce effective teaching/learning materials;

c) to design/produce and to use good testing materials on three main subjects (English, Mathematics and Bahasa Malaysia).

iii) Improvement in learning materials (workshops):

a) Pre-reading/counting materials.

b) Supplementary teaching aids; etc.

iv) Improvement in teaching/learning strategies (workshops):

a) Peer-group teaching.

b) Individualized approach.

v) Producing and using better and more reliable testing materials.

4.2 Effective parental and community involvement in schools

i) The setting up of Parent-Teacher Association.

The following activities would be organized regularly:

a) Dialogues.

b) Forum.

c) Meetings.

ii) To help to organize school sports, Exhibition Day, dialogues, meetings, seminar, etc.

iii) To help in the supervision of extra classes or co-curriculum activities of the schools like gardening, games, etc.

iv) To provide voluntary services to the schools and villages whenever required.

v) To help to set up smaller working committee to look after:

a) pupils' welfare - food, clothes, shelter, etc.;

b) Adults Education and Pre-school Education;

c) health and cleanliness of the kampung and schools.

vi) Helping teachers making teaching aids such as workshop.

vii) Home visits by teachers and project staff.

4.3 Community development

Both direct and indirect continual contact with the relevant outside agencies played an important role in this respect. These agencies are:

i) Medical Department;

ii) Agriculture Department;

iii) Fisheries Department;

iv) Amanah Saham Nasional (ASN);

v) KEMAS;

vi) Information Department;

vii) ITM/MARA;

Proposed schedule activities:

i) dialogues;

ii) meetings;

iii) village - base workshops;

iv) planned visits; and

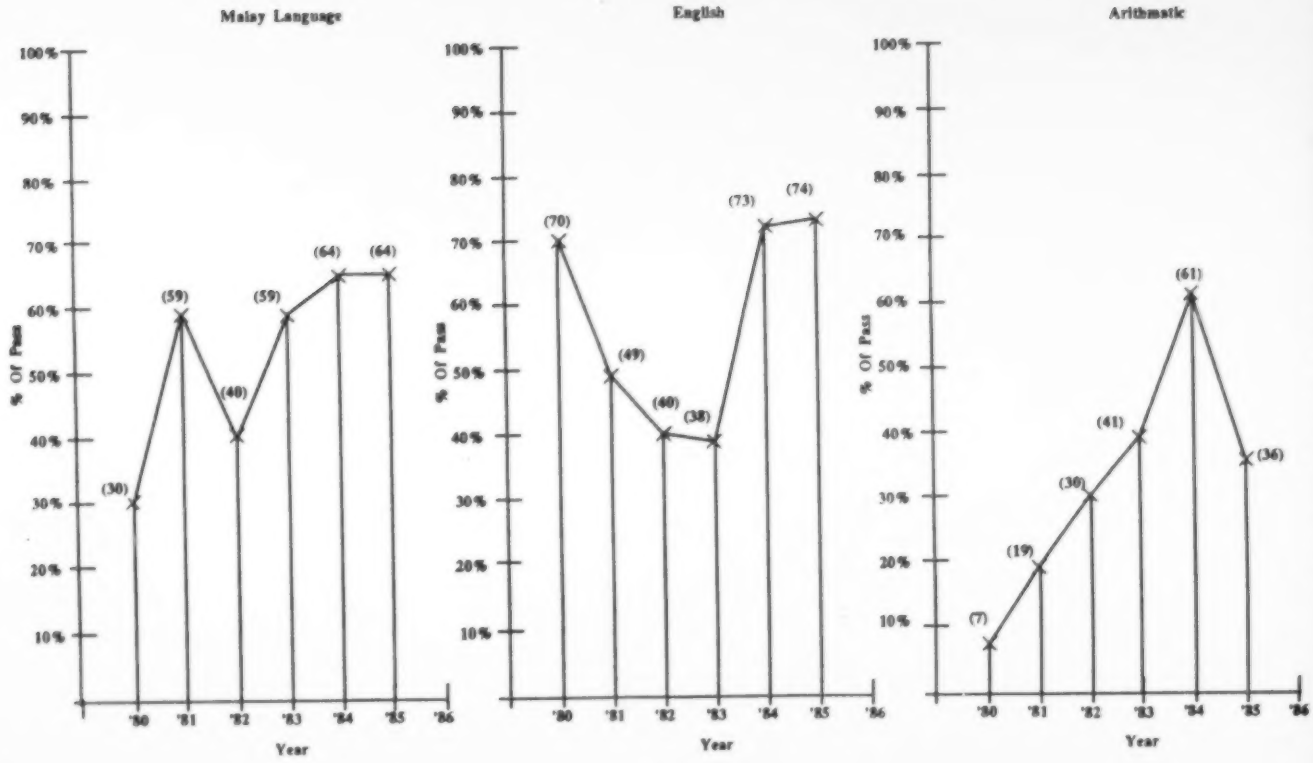
v) film shows, exhibition, etc.

APPENDIX 2

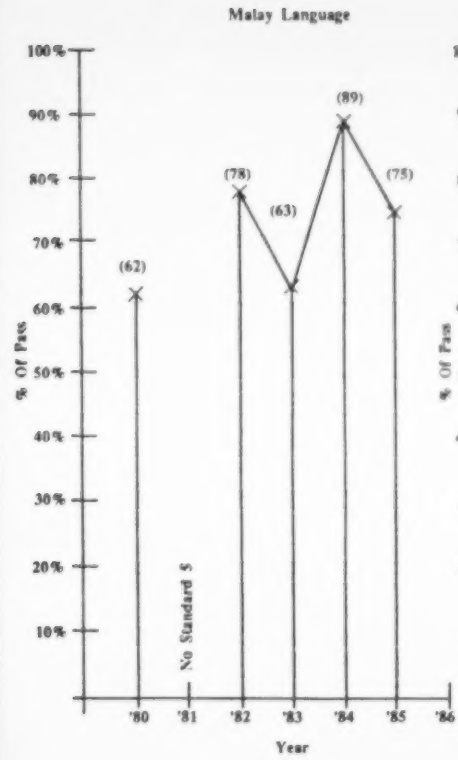
RESULTS OF THE STANDARD FIVE NATIONAL ASSESSMENT FOR SAMPLE SCHOOLS 1983 - 1986

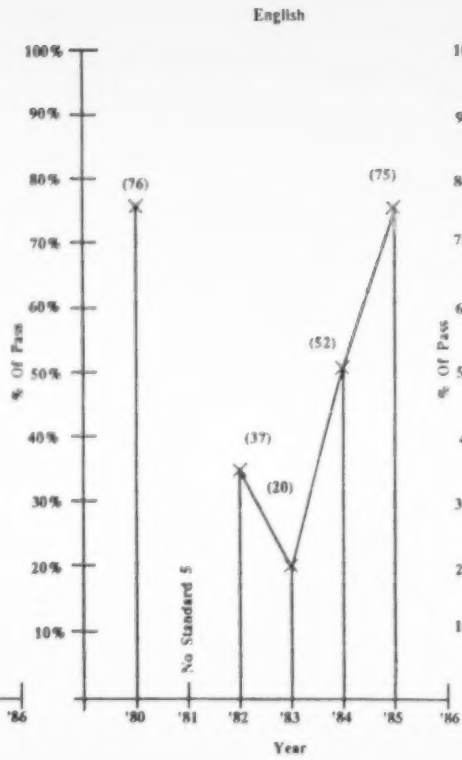
PERCENTAGE RESULTS OF STANDARD FIVE ASSESSMENT
1980 - 1986

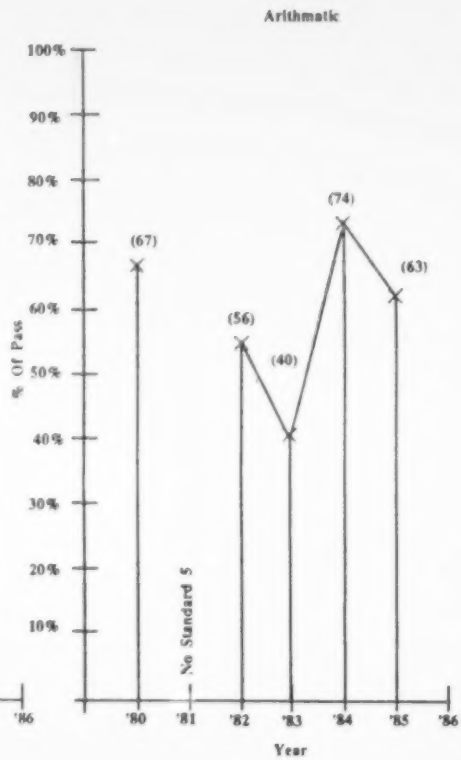
SRK: Grogo, Bau



PERCENTAGE RESULTS OF STANDARD FIVE ASSESSMENT
1980 - 1986
SRK: Santubong

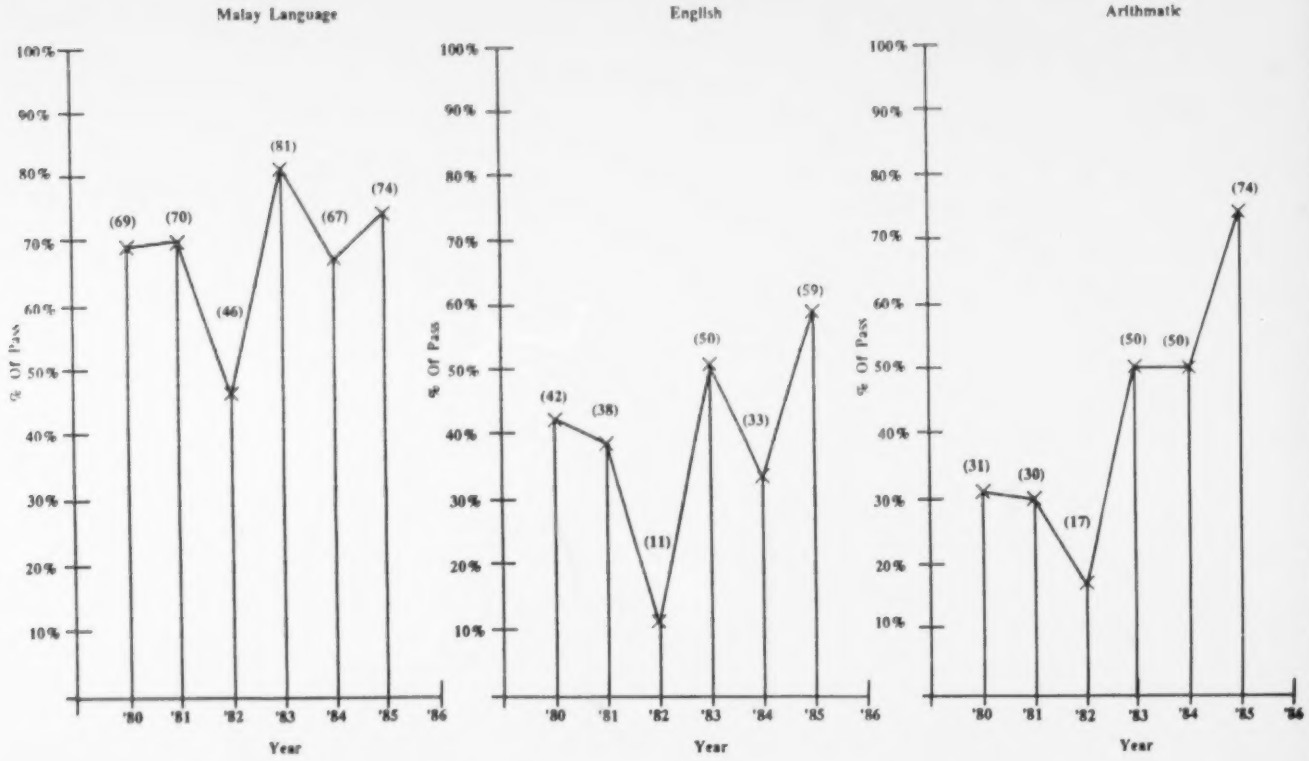






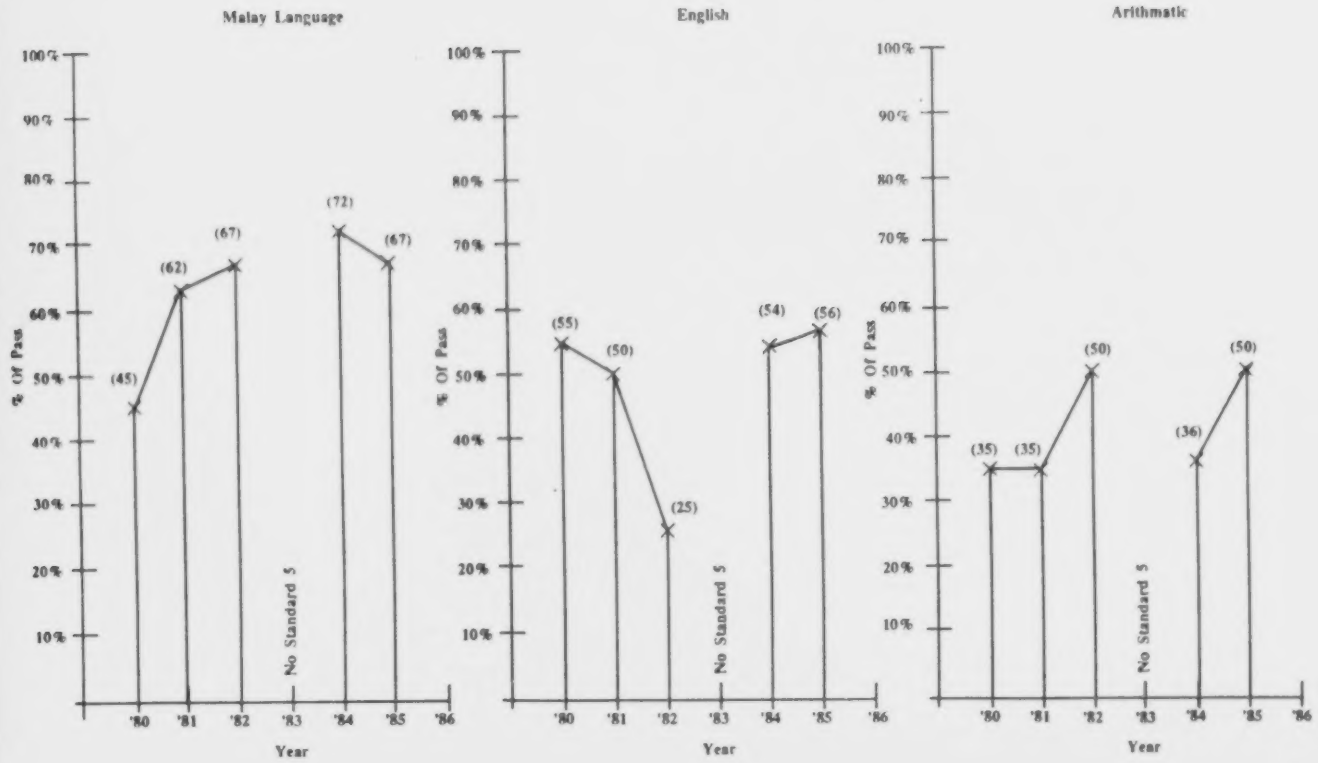
PERCENTAGE RESULTS OF STANDARD FIVE ASSESSMENT
1980 - 1986

SRK: Buntal



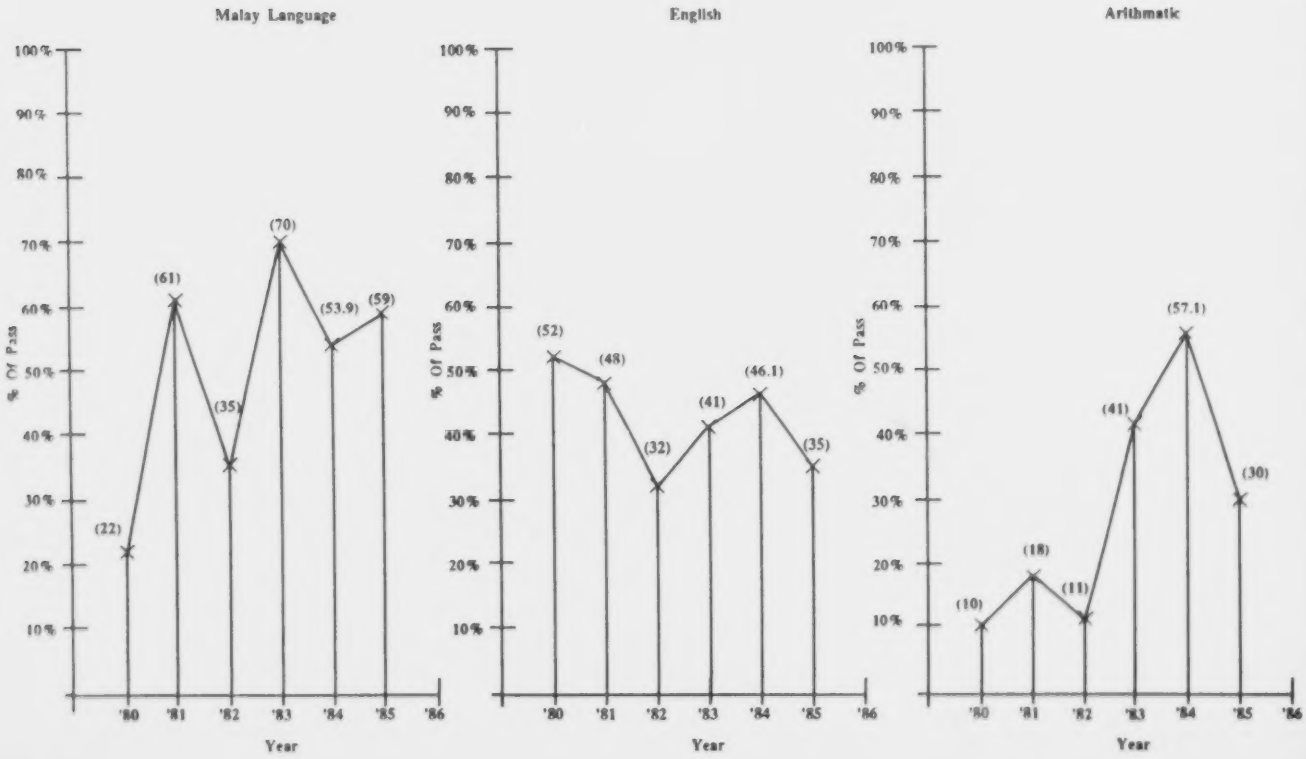
PERCENTAGE RESULTS OF STANDARD FIVE ASSESSMENT
1980 - 1986

SRK: Muara Tebas



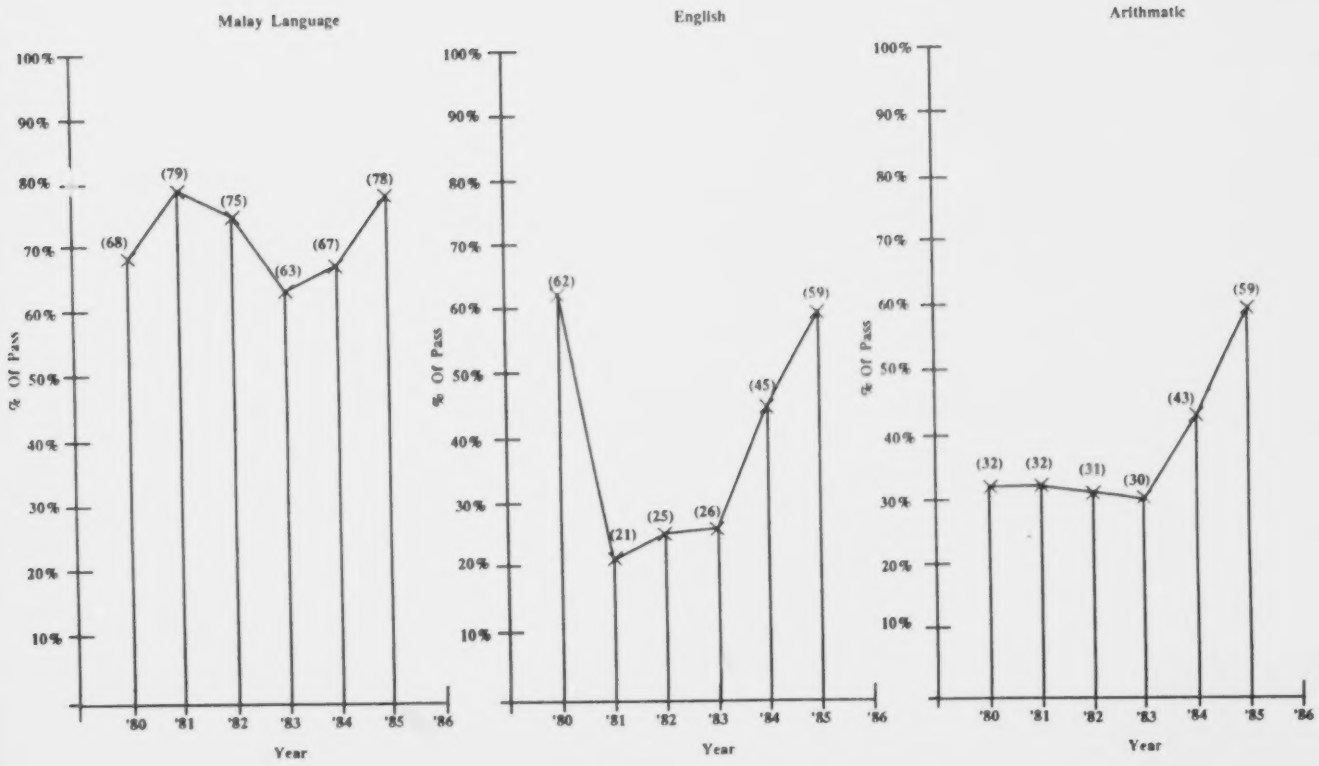
PERCENTAGE RESULTS OF STANDARD FIVE ASSESSMENT
1980 - 1986

SRK: Jagoi, Bau



PERCENTAGE RESULTS OF STANDARD FIVE ASSESSMENT
1980 - 1986

SRK: Bako



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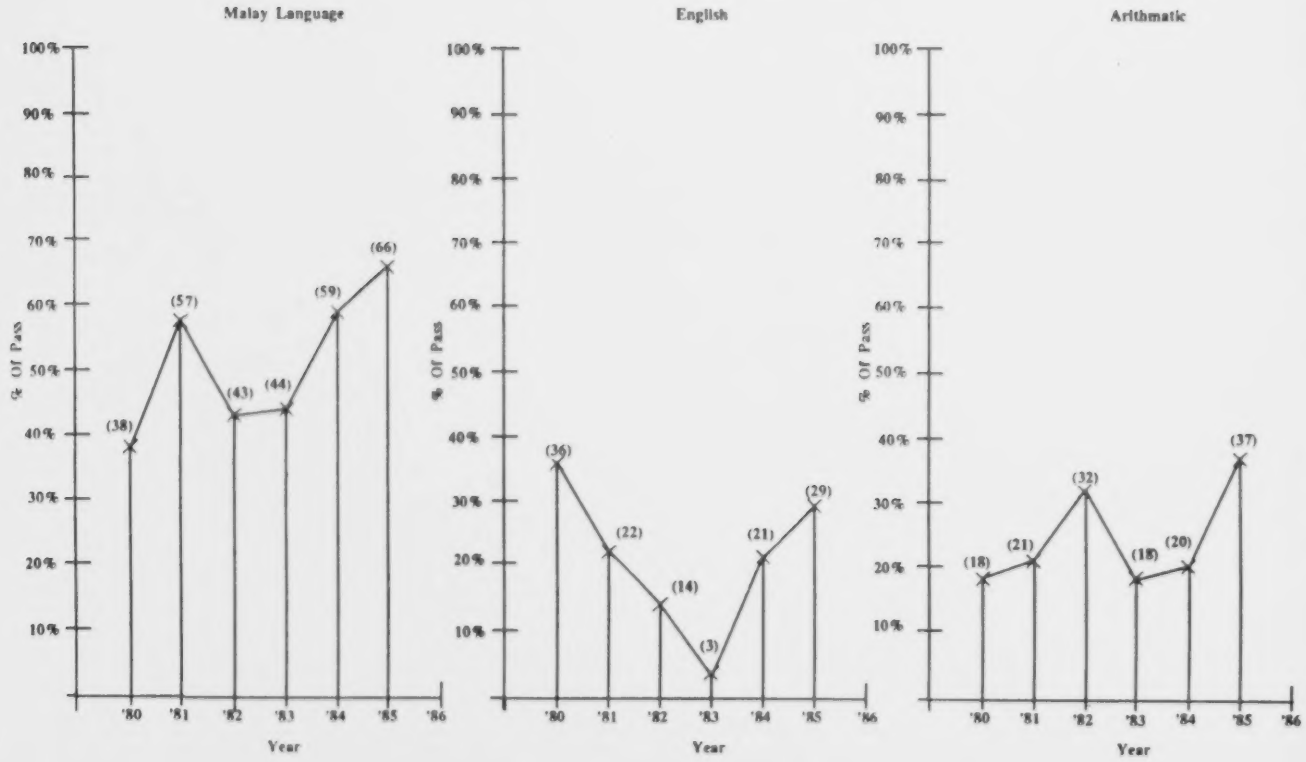
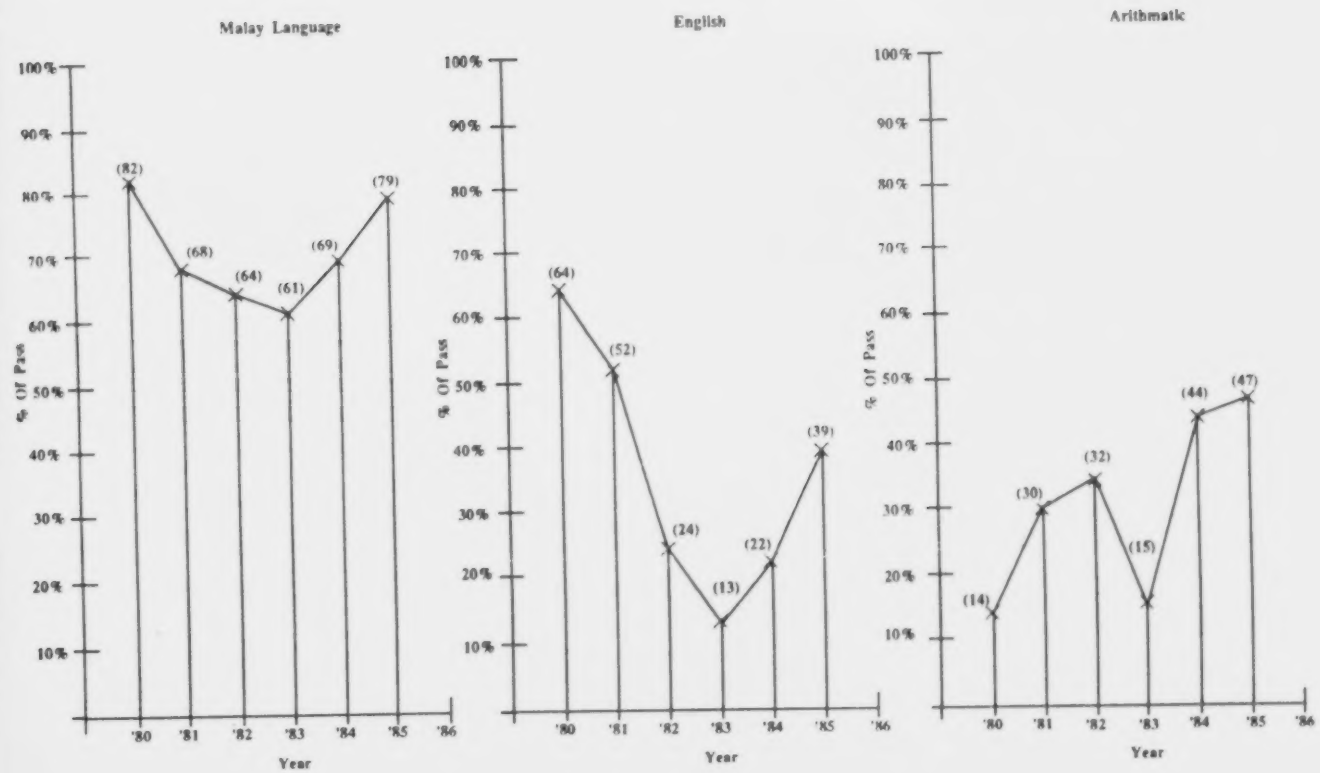
PERCENTAGE RESULTS OF STANDARD FIVE ASSESSMENT
1980 - 1986

SRK: Tambirat



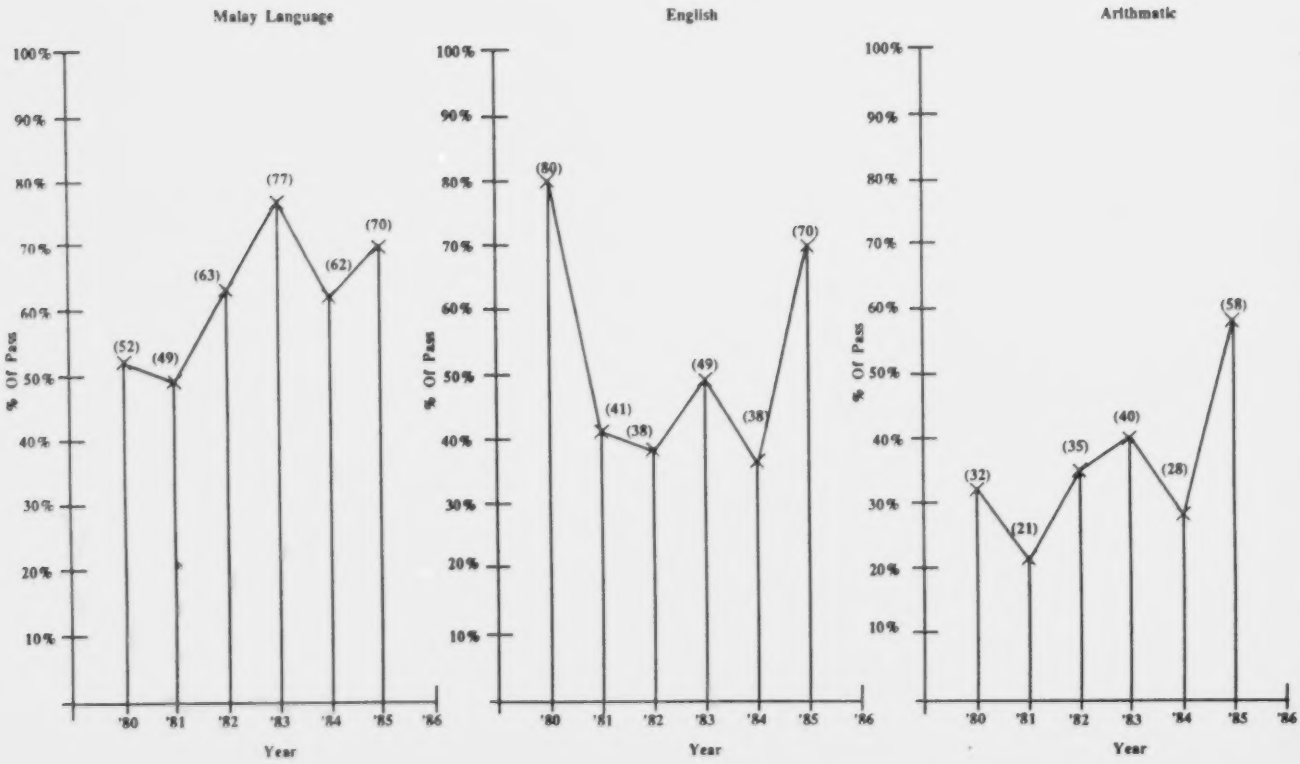
PERCENTAGE RESULTS OF STANDARD FIVE ASSESSMENT
1980 - 1986

SRK: Sambir



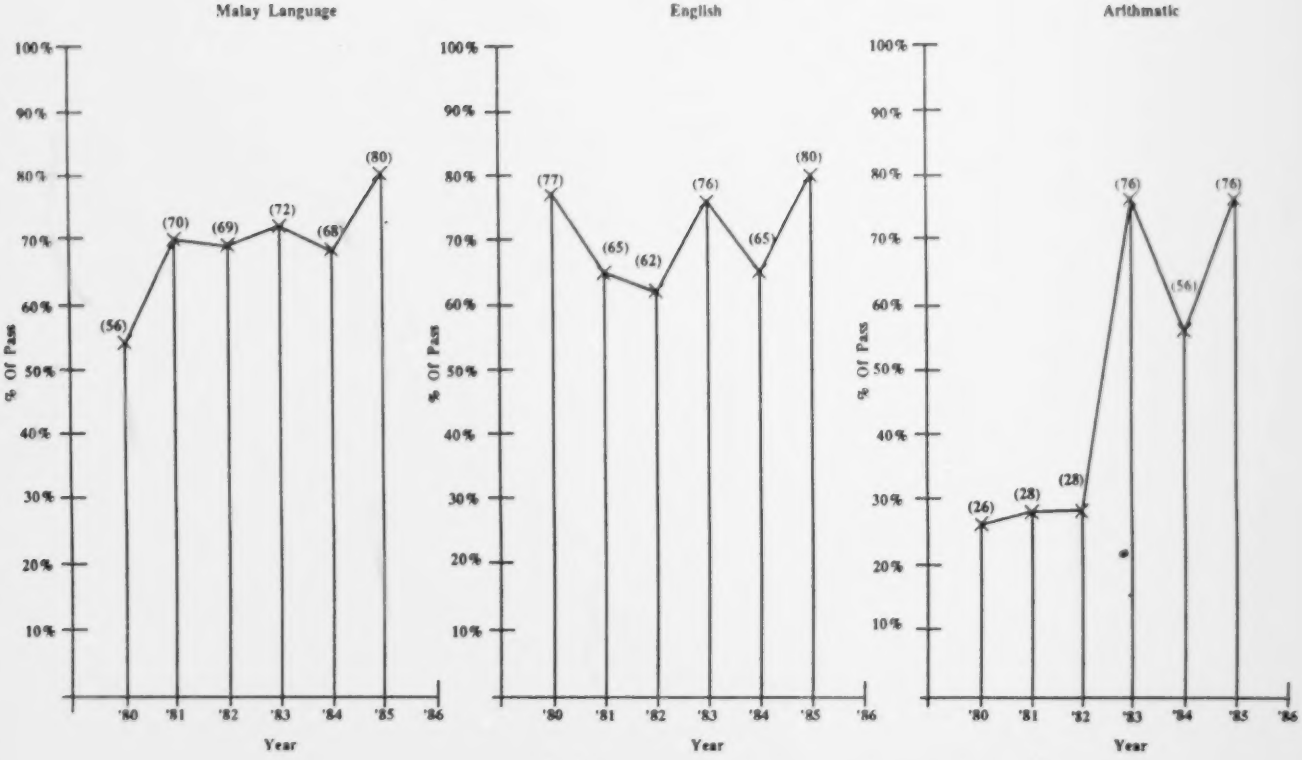
PERCENTAGE RESULTS OF STANDARD FIVE ASSESSMENT
1980 - 1986

SRK: Simpang Kuda, Bau



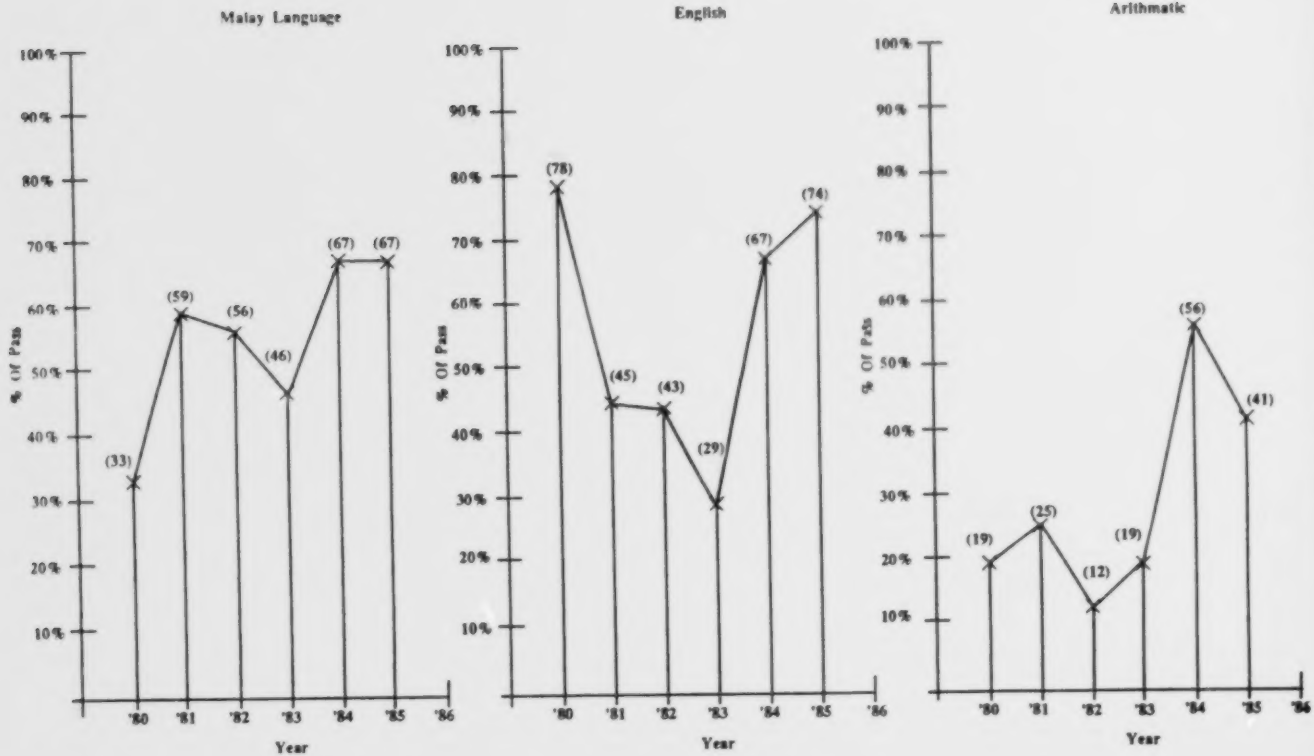
PERCENTAGE RESULTS OF STANDARD FIVE ASSESSMENT
1980 - 1986

SRK: Atas, Bau



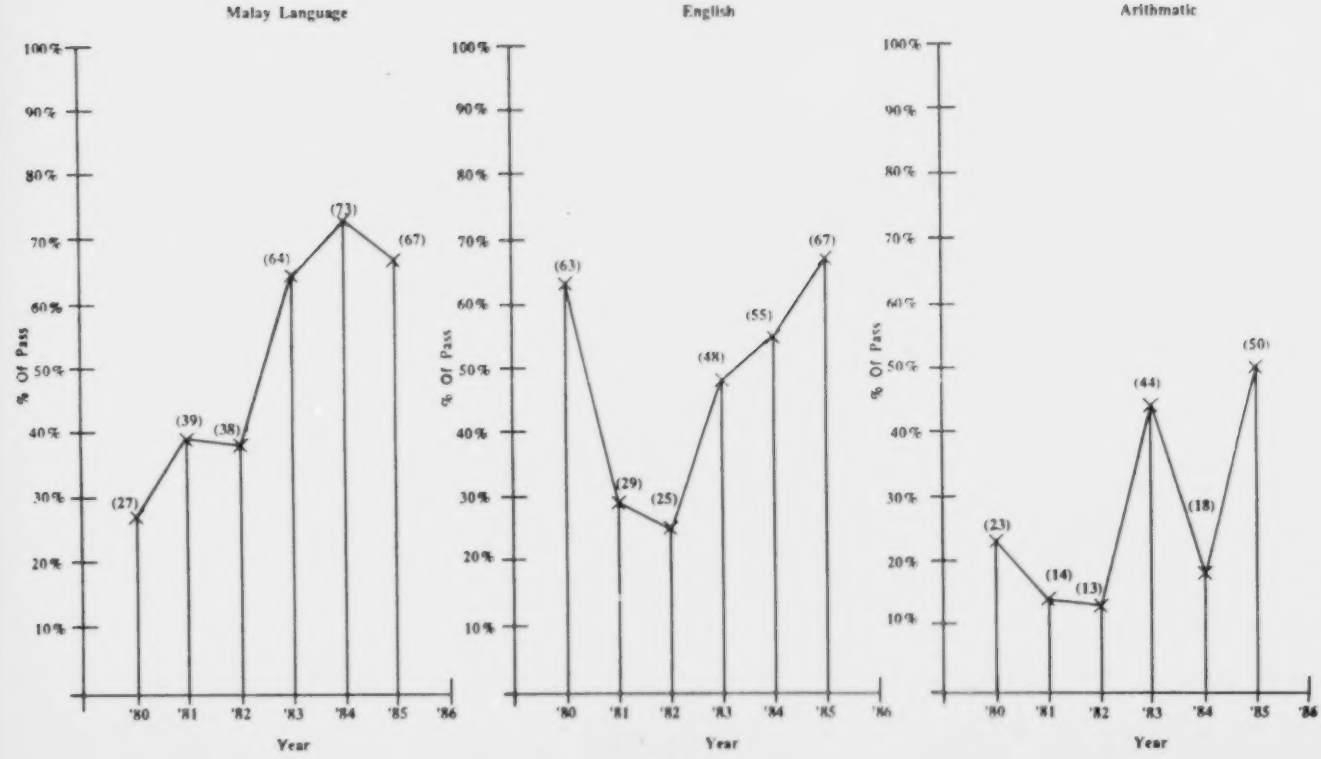
PERCENTAGE RESULTS OF STANDARD FIVE ASSESSMENT
1980 - 1986

SRK: St. Patrick, Krokong, Bau



PERCENTAGE RESULTS OF STANDARD FIVE ASSESSMENT
1980 - 1986

SRK: Serasot, Bau



Name of School : SK Sambir

Breakdown Results Of The Standard 5 Assessment, 1983 - 1986

District : Kuching

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A	1	3	9		0	0	0		0	0	0	
B	14	13	25		1	0	4		1	5	8	
C	13	9	15		5	8	20		6	11	21	
D	9	6	3		20	12	20		22	10	17	
E	10	5	10		22	16	17		18	10	16	
X	2	1	-		1	1	1		2	1	-	
Total Student	47	36	62		48	36	61		47	36	62	
% Pass	59.6	69.4	79		12.5	22.2	39.3		14.9	44.4	46.7	
% Fail	40.4	30.6	21		87.5	77.8	60.7		85.1	55.6	53.3	

NO STANDARD 5

(b)

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A	0	2	2		0	0	0	
B	4	9	12		4	9	12	
C	12	10	29		13	15	0	
D	22	11	14		16	4	18	
E	10	4	14		14	8	12	
X	1	1	1		2	1	-	
Total Student	48	36	71		47	36	62	
% Pass	33.3	58.3	70.5		36.2	66.7	51.6	
% Fail	66.7	41.7	29.5		63.8	33.3	48.4	

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Breakdown Results Of The Standard 5
Assessment, 1983 - 1986

Name of School : SK Bako

District : Kuching

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A	2	6	11	10	0	1	3	0	0	0	2	0
B	14	13	13	18	0	4	4	4	3	5	6	2
C	13	9	8	6	12	14	17	16	11	13	16	9
D	9	10	4	1	10	9	10	7	17	12	8	17
E	8	4	5	0	24	14	7	8	15	12	9	7
X	-	-	1	-	-	-	1	-	-	-	1	-
Total Student	46	42	41	35	46	42	41	35	46	42	41	35
% Pass	63	66.6	78	97.1	26	45.2	58.5	57.1	30.4	42.9	58.5	31.4
% Fail	37	33.4	22	2.9	74	54.8	41.5	42.9	69.6	56.1	41.5	68.6

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(b)

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A	0		22	4	0		1	3
B	6		16	16	7		15	8
C	18		13	11	15		9	14
D	12		6	3	13		10	5
E	10		4	1	11		6	5
X	-		1	-	-		1	-
Total Student	46		41	35	46		41	35
% Pass	52.2		75.6	88.6	47.8		61	71.4
% Fail	47.8		24.4	11.4	52.2		39	28.6

Breakdown Results Of The Standard 5 Assessment, 1983 - 1986

Name of School : SK Muara Tebas

District : Kuching

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A		3	1	1		1	0	0		0	0	0
B		13	8	9		1	2	1		4	2	0
C	NO STANDARD 5	10	3	5	NO STANDARD 5	17	8	8	NO STANDARD 5	9	7	4
D		7	2	6		13	4	7		9	7	13
E		3	4	5		3	4	10		14	2	9
X		2	-	1		3	-	1		2	-	1
Total Student		36	18	26		35	18	26		36	18	26
% Pass		72.2	66.7	57.7		54.3	55.6	34.6		36.1	50	15.4
% Fail		27.8	33.3	42.3		45.7	44.4	65.4		63.9	50	84.6

(b)

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A			0	2			0	1
B	NO		4	2	NO		4	3
C	STANDARD		7	9	STANDARD		6	4
D			5	9			4	10
E			2	4			4	8
X	5		-	1	5		-	1
Total Student			18	26			18	26
% Pass			61.1	50			55.6	30.8
% Fail			38.9	50			44.4	69.2

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Breakdown Results Of The Standard 5
Assessment, 1983 - 1986

Name of School : SRK Bustal

District : Kuching

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A	2	3	6		0	0	3		1	0	0	
B	12	8	13	K	2	1	5	K	6	2	8	K
C	12	9	6	B	14	9	12	B	9	13	17	B
D	4	7	2	S	7	11	8	S	11	10	4	S
E	2	3	7	R	9	9	6	R	5	5	5	R
X	-	-	-	-	-	-	-	-	-	-	-	-
Total Student	32	30	34		32	30	34		32	30	34	
% Pass	18.3	66.7	73.5		50	33.3	58.8		50	50	73.5	
% Fail	18.7	33.3	26.5		50	66.7	41.2		50	50	26.5	

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(b)

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A	0				0			
B	9			K	9			K
C	14			B	18			B
D	8			S	5			S
E	1			R	0			R
X	-				-			
Total Student	32				32			
% Pass	71.9				84.4			
% Fail	28.1				15.6			

Breakdown Results Of The Standard 5 Assessment, 1983 - 1986

Name of School : SRK Tarbirat

District : Kuching

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A	1	1	2	10	0	0	0	1	0	0	0	0
B	10	16	11	20	0	1	0	3	2	3	1	1
C	6	16	14	5	1	11	12	18	5	8	14	17
D	6	8	4	4	19	18	17	8	12	17	18	19
E	16	15	10	8	19	26	12	14	20	28	8	9
X	-	4	2	2	-	4	2	2	-	4	2	2
Total Student	39	56	41	47	39	56	41	44	39	56	41	16
% Pass	43.6	58.9	65.9	74.5	2.6	21.4	29.3	50	17.9	19.6	36.6	39.1
% Fail	46.4	41.1	34.1	25.5	97.4	78.6	70.7	50	82.1	89.4	63.4	60.9

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A	0		0	3	1		0	1
B	6		9	16	5		5	10
C	8		18	9	11		11	16
D	16		6	11	9		13	7
E	9		8	6	13		12	13
X	-		2	2	-		2	2
Total Student	39		41	45	39		41	47
% Pass	35.9		65.9	62.2	43.6		39	57.4
% Fail	64.1		34.1	37.8	56.4		61	42.6

Breakdown Results Of The Standard 5 Assessment, 1983 - 1986

Name of School : SK Sebardi Matang

District : Kuching

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A				5				0				0
B	STANDARD 5	STANDARD 5	STANDARD 5	17	STANDARD 5	STANDARD 5	STANDARD 5	0	STANDARD 5	STANDARD 5	STANDARD 5	1
C				8				7				12
D				3				17				9
E				2				11				13
X	NO	NO	NO	1	NO	NO	NO	1	NO	NO	NO	1
Total Student				35				35				35
% Pass				85.7				20				37.1
% Fail				14.3				80				62.9

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A				3				0
B	5	5	5	15	5	5	5	9
C	STANDARD	STANDARD	STANDARD	10	STANDARD	STANDARD	STANDARD	15
D				6				10
E				1				1
X	NO	NO	NO	-	NO	NO	NO	1
Total Student				35				35
% Pass				80				68.6
% Fail				20				31.4

Breakdown Results Of The Standard 5 Assessment, 1983 - 1986

Name of School : SK Serasot

District : Bau

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A	1	1	3	0	0	0	0	1	0	0	0	0
B	9	11	7	6	2	1	4	2	3	0	2	0
C	6	4	2	6	10	11	8	9	8	4	7	4
D	3	3	2	3	5	7	1	2	8	8	3	8
E	6	3	4	3	8	3	5	5	6	10	6	7
X	1	-	1	-	1	-	1	-	1	-	1	-
Total Student	25	22	18	19	25	22	18	19	25	22	18	19
% Pass	64	72.7	66.7	68.4	48	54.5	66.7	63.2	44	18.2	50	21
% Fail	36	27.3	33.3	31.5	52	45.5	33.3	36.7	56	81.7	50	79

(b)

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A	0		1	0	0		1	0
B	7		5	5	8		1	3
C	8		5	8	9		7	8
D	6		4	3	3		3	4
E	4		3	3	5		6	5
X	1		1	-	1		1	-
Total Student	25		18	19	25		18	19
% Pass	60		61.1	68.4	68		50	57.9
% Fail	40		38.9	31.6	32		50	42.1

Breakdown Results Of The Standard 5 Assessment, 1983 - 1986

Name of School : SK St.Patrick

District : Bau

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A	1	2	6	9	1	3	7	3	1	-	-	-
B	11	10	16	10	1	2	6	3	4	5	3	1
C	10	6	9	7	12	13	21	14	4	10	16	8
D	13	4	7	3	12	3	3	7	15	6	18	20
E	13	5	8	8	22	6	9	10	24	6	9	8
X	-	-	-	-	-	-	-	-	-	-	-	-
Total Student	48	27	46	37	48	27	46	37	48	27	46	37
% Pass	45.8	66.7	67.4	70.3	29.2	66.7	73.9	45.1	18.8	55.5	41.3	24.3
% Fail	45.2	33.3	32.6	29.7	70.8	33.3	26.1	45.9	81.2	44.5	58.7	75.7

(b)

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A	1		1	2	1		1	2
B	2		12	5	12		12	8
C	13		12	15	13		10	16
D	20		12	9	8		12	5
E	12		9	6	14		11	6
X	-		-	-	-		-	-
Total Student	48		46	37	48		46	37
% Pass	33.3		54.3	59.5	54.2		50	70.3
% Fail	66.7		45.7	40.5	45.8		50	29.7

Breakdown Results Of The Standard 5 Assessment, 1983 - 1986

Name of School : SRK Atas

District : Bau

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A	3	1	6	10	3	1	9	4	1	1	6	1
B	8	14	11	6	5	8	6	7	8	7	8	1
C	7	8	3	5	11	13	5	8	10	11	5	8
D	4	6	2	0	0	7	4	2	4	7	4	8
E	3	5	3	6	6	5	1	6	2	8	2	9
X	-	-	-	-	-	-	-	-	-	-	-	-
Total Student	25	34	25	27	25	34	25	27	25	34	25	27
% Pass	72	67.6	80	77.8	76	64.7	80	70.4	76	55.9	76	37
% Fail	28	32.4	20	22.2	24	35.3	20	29.6	24	44.1	24	63

(b)

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A	3	0	6	4	4	0	2	1
B	13	13	12	7	13	11	3	8
C	5	11	2	6	4	13	11	7
D	2	6	4	6	2	4	7	7
E	2	4	1	4	2	6	3	4
X	-	-	-	-	-	-	-	-
Total Student	25	34	25	27	25	34	26	27
% Pass	84	70.6	80	63	84	70.6	61.5	59.3
% Fail	16	29.4	20	37	16	29.4	38.5	40.7

Breakdown Results Of The Standard 5 Assessment, 1983 - 1986

Name of School : SRK Simpang Kuda

District : Bau

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A	1	4	5	1	0	0	1	0	0	0	0	0
B	13	16	23	12	4	3	9	3	5	3	3	1
C	19	11	15	10	17	15	32	16	12	11	32	6
D	4	12	10	11	8	13	9	9	21	19	18	18
E	6	7	8	5	14	17	9	11	5	17	7	14
X	-	1	2	-	-	3	2	-	-	1	2	-
Total Student	43	50	61	39	43	48	60	39	43	50	60	39
% Pass	76.7	62	70.5	59	48.8	37.5	70	48.7	39.5	28	58.3	17.9
% Fail	23.3	38	29.5	41	41.2	62.5	30	51.3	60.5	72	41.7	82.1

(b)

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A	2		1	2	1		2	1
B	13		23	8	12		4	3
C	18		22	11	23		24	11
D	7		9	12	3		17	14
E	3		5	6	4		13	10
X	-		2	-	-		2	-
Total Student	43		60	39	43		60	39
% Pass	76.7		76.7	53.8	83.7		50	38.5
% Fail	23.3		23.3	46.2	16.3		50	61.5

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Breakdown Results Of The Standard 5 Assessment, 1983 - 1986

Name of School : SRK Jagoi

District : Bau

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A	0	1	2	1	1	-	0	0	2	-	0	0
B	11	6	10	6	0	2	3	2	3	5	1	1
C	8	7	10	16	10	10	10	18	6	10	10	12
D	4	3	7	6	5	5	13	9	9	3	16	10
E	4	9	8	5	11	9	11	5	7	8	10	11
X	1	-	2	-	1	-	2	-	1	-	2	-
Total Student	27	26	37	34	27	26	37	34	27	26	37	34
% Pass	70.4	53.8	59.5	67.6	40.7	46.2	35.1	58.8	40.7	47.7	29.7	38.2
% Fail	29.6	46.2	40.5	32.4	59.3	53.8	64.9	41.2	59.3	42.3	70.3	61.8

(b)

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A	0	-	0	2	1	-	0	1
B	7	3	6	13	10	10	3	5
C	11	17	14	8	9	9	7	13
D	5	3	11	8	4	5	12	10
E	4	3	6	3	3	2	15	5
X	1	-	2	-	1	-	2	-
Total Student	27	26	37	34	27	26	37	34
% Pass	66.7	76.9	54.1	67.6	74.1	73.1	27	55.9
% Fail	33.3	23.1	45.9	32.4	25.9	26.9	73	44.1

Breakdown Results Of The Standard 5 Assessment, 1983 - 1986

Name of School : SRK Grogo, Bau

District : Bau

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A	0	4	5	5	0	5	6	3	1	1	0	0
B	10	14	11	9	4	8	8	3	1	7	4	4
C	10	3	9	1	9	11	15	8	12	12	10	8
D	7	6	10	3	6	3	6	2	13	6	18	7
E	7	6	4	6	15	6	4	8	7	7	7	5
X	-	-	-	-	-	-	-	-	-	-	-	-
Total Student	34	33	39	24	34	33	39	24	34	33	39	24
% Pass	58.8	63.6	64.1	62.5	38.2	72.7	74.4	58.3	41.2	60.6	35.9	50
% Fail	41.2	36.4	35.9	37.5	61.7	27.3	25.6	41.7	58.8	39.4	64.1	50

(b)

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A	0		1	4	0		1	1
B	6		11	9	4		4	10
C	11		12	2	18		9	3
D	9		11	4	6		12	3
E	8		4	5	6		13	7
X	-		-	-	-		-	-
Total Student	34		39	24	34		39	24
% Pass	50		61.5	62.5	64.7		35.9	58.3
% Fail	50		38.5	37.5	35.3		64.1	41.7

Breakdown Results Of The Standard 5 Assessment, 1983 - 1986

Name of School : SRK Sanubong

District : Kuching

Grade	BM				BI				M3			
	83	84	85	86	83	84	85	86	83	84	85	86
A	1	6	4	6	0	0	-	1	0	2	0	0
B	10	10	7	7	0	2	3	1	3	6	4	1
C	8	8	1	6	6	12	9	10	9	12	6	8
D	7	2	2	1	15	9	3	6	11	4	5	10
E	4	1	2	3	9	4	1	5	7	3	1	4
X		1	-	-	-	1	-	-	-	1	-	-
Total Student	30	27	16	23	30	27	16	23	30	27	16	23
% Pass	63.3	88.9	75	82.6	20	51.9	75	52.2	40	74.1	62.5	39.1
% Fail	36.7	11.1	25	17.4	80	48.1	25	47.8	60	25.9	37.5	60.9

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(b)

Grade	Science				Geography / History			
	83	84	85	86	83	84	85	86
A	1		2	4	1		0	1
B	9		7	7	4		3	7
C	8		2	6	15		8	5
D	7		4	5	3		1	7
E	5		1	1	7		4	3
X	-		-	-	-		-	-
Total Student	30		16	23	30		16	23
% Pass	60		68.8	.73.9	66.7		68.8	56.5
% Fail	40		31.2	26.1	33.3		31.2	43.5